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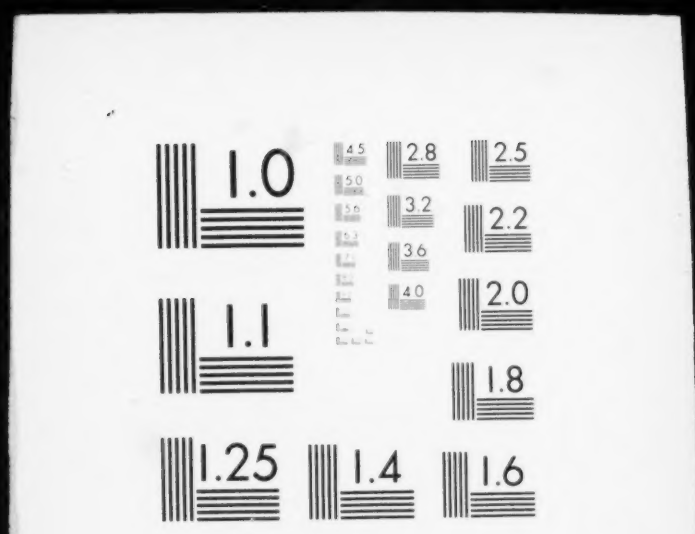

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ABSTRACT

A meeting on book development in Africa was convened by Unesco at Accra, 13-19 February 1968, to help formulate a programme of action. It was attended by participants from 23 African countries as well as from a number of other Member States and international organizations. The meeting was part of a long-range programme adopted by Unesco to assist developing countries to take advantage of the striking advances in printing, publishing and distribution techniques that have made it possible to produce and distribute good quality low-priced books on a vast scale. The Accra meeting recognized that Africa's book shortage was a severe impediment to economic and social progress. Accordingly, they established regional targets for book development to 1980, correlated to Africa's educational plans to that date. The economic context of book development was highlighted in a paper presented by the United Nations Economic Commission for Africa, which is included in this publication, together with the final report of the meeting. (Author/NH)

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Reports and Papers on Mass Communication

No. 56

Book development in Africa

Problems and perspectives

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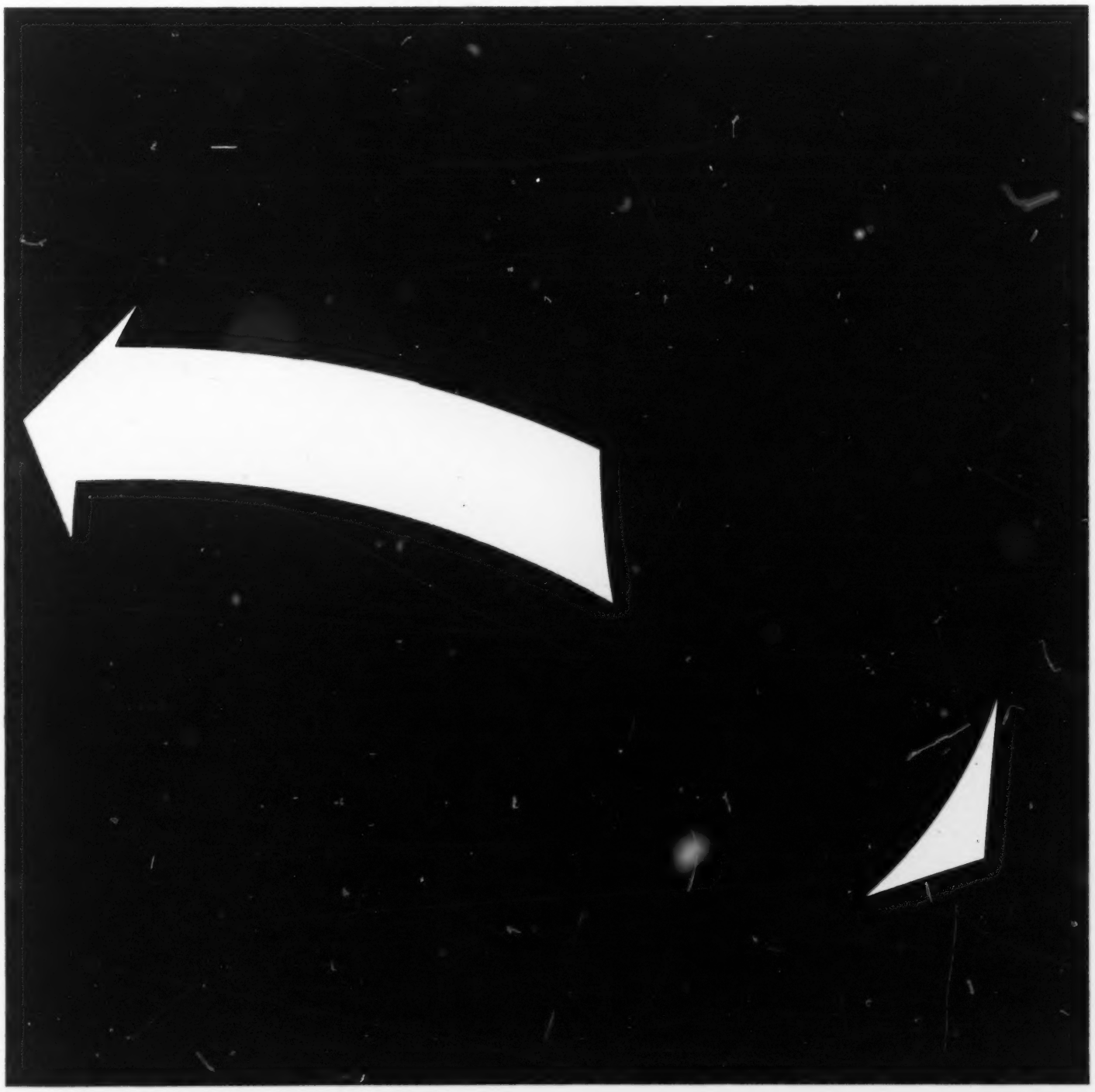

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Book development in Africa

Problems and perspectives

Unesco

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PREFACE

Africa today suffers from an acute shortage of books. Some countries have no publishing at all. At least one has no public library. Only nine countries produce books in national languages. Only six titles are published each year for every million persons in Africa, while 418 are produced in the same period for the same number of persons in Europe. Major publishing countries consume 135 times as many books per capita as the countries of Africa.

A meeting on book development in Africa was convened by Unesco at Accra, 13-19 February 1968, to help formulate a programme of action. It was attended by participants from 23 African countries as well as from a number of other Member States and international organizations. The meeting was part of a long-range programme adopted by Unesco to assist developing countries to take advantage of the striking advances in printing, publishing and distribution techniques that have made it possible to produce and distribute good quality low-priced books on a vast scale.

The Accra meeting recognized that Africa's book shortage was a severe impediment to economic and social progress. Accordingly, they established regional targets for book development to 1980, correlated to Africa's educational plans to that date. The economic context of book development was highlighted in a paper presented by the United Nations Economic Commission for Africa, which is included in this publication, together with the final report of the meeting.

The experts called for systematic expansion of the book industry in Africa. They felt that national book development councils should be set up, including representatives of the entire book community and of interested government departments, to carry out the planning needed both for book production and distribution. The meeting also stressed the need for long-term, low interest loans to assist in the creation and strengthening of domestic publishing industries. Training in all aspects of book production and distribution was equally urgent, the experts concluded. At the same time, measures should be adopted to encourage the production of works by African authors, with particular emphasis on writing and publishing in the African languages.

Even in the brief period since the conclusion of the meeting, there is evidence that the programme drawn up at Accra has provided a basis for action. It is hoped that the present publication will assist all concerned with book development in Africa in maintaining this momentum.

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PART I

REPORT OF THE MEETING OF EXPERTS ON BOOK DEVELOPMENT IN AFRICA

(Accra, 13-19 February 1968)

INTRODUCTION

The meeting of experts on book development in Africa was held at Accra, Ghana, from 13 to 19 February 1968. His Excellency Dr. Modjaben Dowuona, Commissioner for Education of the Government of Ghana, in a message of welcome, declared that educational and social progress cannot endure without the stimulus that comes from reading. In spite of the vast natural resources of Africa, he said, Africa can progress and develop only with knowledge, the knowledge that can be gained through books. Noting that African governments could do a great deal to encourage book production, Dr. Dowuona emphasized the rôle of libraries, bookshops, mass media and cheap editions in spreading the book reading habit. He called on the experts to make a realistic appraisal of the problems, bearing in mind the economic position of the developing countries.

A statement by Mr. Robert Gardiner, Executive Secretary of the United Nations Economic Commission for Africa, was read on his behalf by Mr. S.I. Edokpayi, Head, Manpower and Training Section of the ECA. Emphasizing the economic context of book development, Mr. Gardiner's message stated that an adequate supply of books could contribute to social and economic progress, as well as to education. He said that the book industry could form an integral part of national development and called for training programmes to assure these qualitative and quantitative requirements. Finally, the Executive Secretary's message urged a cooperative effort on an international and multinational as well as regional basis to cope with these problems.

Speaking on behalf of the Director-General of Unesco, Mr. Tor Gjesdal, Assistant Director-General in charge of Communication, observed that the meeting had been convened in order to examine the problems of book development in relation to overall economic and social progress in Africa. Although great possibilities now exist to increase the supply of books, this "book revolution" had not yet attained its full potentiality in Africa. It was essential to start a concerted attack on the double problem of ensuring books for education and of building sound domestic publishing industries. The meeting, Mr. Gjesdal concluded, could be of great importance in the systematic planning of book development in Africa.

Participants and officers

The meeting was attended by experts from 23 African countries who had been invited by Unesco to participate in a personal capacity. Observers from a number of Member States and international and regional organizations also took part. Four book specialists served as consultants to the Secretariat. A complete list of participants is given in the Annex.

The meeting unanimously elected the following officers from among the participating experts:

Chairman:
Mr. Service Addo, Ghana

Vice-Chairmen:
Mr. Jonas Mwilambwe, Democratic Republic of the Congo
Miss Juliette Ratsimandrava, Madagascar
Mr. Tryphon Wagi, United Republic of Tanzania

Rapporteur:
Mr. 'Femi Oyewole, Nigeria

Background

The meeting was held pursuant to a decision taken by the General Conference at its fourteenth session (resolution 4.222) which considered that efforts to develop book publishing should be "fully integrated into overall economic and social planning" and should contribute to the promotion of mutual understanding. To achieve these purposes, the General Conference urged action to assist the developing countries to strengthen domestic publishing and distribution.

The present report comprises two parts. The first reviews the problems of book development in Africa as they emerged from the discussion and working papers. The second summarizes the main suggestions of the meeting for a programme of action.

I
PROBLEMS OF BOOK DEVELOPMENT IN AFRICA

A. BOOKS IN ECONOMIC AND SOCIAL DEVELOPMENT

Throughout the meeting, participants stressed the important rôle of books in economic and social development. The premise adopted was that education is a basic investment for development and that books in turn are a basic tool of education.

The meeting took as its point of departure a working paper by the United Nations Economic Commission for Africa which was presented by a representative of the Commission. The paper contained a comprehensive review of Africa's book situation in relation to the problems of economic and social development in the region.(1)

The participants were unanimously agreed that economic and social progress depends to a large extent upon the availability of trained manpower which can provide the direction and impetus for maximum use of resources. To stimulate such development - or even to manage what already exists - requires education of increasing numbers of persons in each society. Consequently, developing countries have been concentrating more and more of their efforts on providing the education that is essential to maintain the pace of progress.

The experts accepted the conclusion of the Economic Commission for Africa that book development can make a most useful contribution to Africa's overall development. The Commission pointed out that "one major bottleneck in Africa's development efforts is the shortage of trained manpower, particularly middle and higher level scientific, technical and managerial personnel. For the immediate future this handicap will continue to be central among the restraints on economic growth and social change".

In the wide-ranging discussion that ensued it was noted that not only are books essential to economic development, but that it was necessary also to adopt an economic approach to the establishment and strengthening of book industries. Emphasis was placed on the need to develop the infrastructure of the publishing industry which raised many problems of an economic character. In this connexion, one expert noted that the United Nations Conference on Trade and Development (UNCTAD), which was currently meeting in New Delhi, was dealing with problems of developing domestic industries in general which were applicable to the case of the publishing industry. The meeting, consequently, noted with satisfaction that Unesco had submitted a report to the second session of UNCTAD in New Delhi which drew attention to the problems faced by the developing countries in securing the materials needed for the establishment of domestic publishing industries.

The present situation

The meeting considered a working paper prepared by the Unesco Secretariat on "Books in the Promotion of Development in Africa" which described the present situation of books in the region. The information contained in the paper had been collected through a questionnaire to participating African States with supplementary data drawn from United Nations and Unesco statistical sources and from the publishers' associations in exporting countries.

The working paper noted that Africa contained 9.4 per cent of the world's population but produced only 1.5 per cent of the books printed annually.

The 34 countries of the region contain almost two-thirds of the population of the continent,(2) or 214 million persons. There are very large contrasts in size among them. Eight have less than 1 million inhabitants each; 17 have between 1 and 5 million, while one country with a population of 56 million, contains more than one quarter of the total population.

Annual book production in the region in 1965/1966, on the basis of reports from the countries, was 1,310 titles of books and pamphlets.(3) This amounted to six titles per million inhabitants. An examination of production figures pointed up the wide disparity in national development of publishing. Of the 34 countries of the region, only 20 produce books. Seven countries publish less than 20 titles annually and only five produce more than one hundred titles per year. Production by number of titles has been fluctuating extensively from year to year but most recent figures indicate a trend towards fewer titles.

The average number of copies per title in Africa was estimated at approximately 8,200 books. If one includes pamphlets as well as books, the average number of copies per title in Africa then

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(1) In view of its importance, a slightly abridged and updated version of this paper is presented in Part II with the approval of ECA and the Food and Agriculture Organization, some of whose statistics are included.

(2) The "African region", as used in this report, comprises the following 34 States: Botswana, Burundi, Cameroon, Central African Republic, Chad, Congo (Brazzaville), Democratic Republic of the Congo, Dahomey, Ethiopia, Gabon, Gambia, Ghana, Guinea, Ivory Coast, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Somalia, Swaziland, Tanzania (United Republic of), Togo, Uganda, Upper Volta, Zambia.

(3) A recommendation adopted by the General Conference of Unesco in 1964 defines a book as "a non-periodical printed publication of at least 49 pages, exclusive of cover pages" and a pamphlet as "a non-periodical printed publication of at least five but not more than 48 pages, exclusive of cover pages, published and made available to the public".

becomes approximately 5,600. On this basis it was estimated that regional production of books and pamphlets is approximately 7.3 million copies or 34 copies per thousand inhabitants. Production of books alone is estimated at some 6.5 million copies, or the equivalent of thirty copies per thousand. Book production in the region is about one-thirtieth of one book per person per year. This per capita production contrasted with 7.7 books in the United Kingdom, 6.2 in the USSR and 5 in France.

What kind of books were published in Africa? According to information gathered by Unesco, social sciences headed the list with 33.6 per cent. Pure and applied sciences represented 17.6 per cent of the titles of books published. By contrast the share of books published in the pure and applied sciences in France, U.S.A. and U.K. ranges between 20 and 26 per cent, while in the USSR it is about 54 per cent.

The low level of book production makes the region largely dependent on book imports. Statistics from a number of different sources make possible an estimate of the number of books and pamphlets imported by the region: some 24 million copies annually. This total of books imported was three times the number of books produced in the region (7.3 million copies).

Unesco data indicated that the level of book stocks presently available is 24 pages per person as against book needs of 40 pages per person. As for educational books, almost 20 (19.2) pages are available, while the supply actually needed is 32 pages. This gap measures the extent of the region's book shortage and indicates that any book development effort must take into account that there is already a severe book shortage.

B. MEASURES TO PROMOTE BOOK PRODUCTION

In discussing the problems of book production, a number of experts described the situation in their own countries. They said they had, in fact, brought with them examples of books they produced and several suggested that it might be useful if these could be displayed. Accordingly, it was agreed that there would be an informal exhibit arranged in the conference building.

The experts noted that new production techniques have created what has been described as a "book revolution". But the striking disparities referred to above showed that the benefits had not been extended to the developing countries of Africa. The essence of the "book revolution" is the production of low-cost books with large press runs. It is the economy represented by this large-scale production that allows low prices. Print runs of this size would be difficult for most African countries.

A number of examples were cited of the size of print runs in the region. Some speakers observed that experience had shown that small print runs were so expensive that it was difficult to publish certain manuscripts which under present circumstances could not attain wide readership. One reason for the lack of long press runs is the pattern of population and language distribution in Africa. There is a multiplicity of languages in most African States. In a number of cases, moreover, no written language yet exists.

The meeting recognized that language was a critical issue, particularly for education in Africa. In almost all African States, the language of secondary and higher education is non-African. In many countries, even primary education is conducted in another tongue, although there are increasing examples of first-level instruction in the local language of the area. Nevertheless, the average student is introduced early - if not at the very outset of his schooling - to a language different from the one employed in his home.

Many of the countries were making major efforts to produce books and pamphlets in African languages as a means of reaching the great mass of illiterates who spoke no other tongue. Several of the countries have set up Language Bureaux or other organizations for the purpose of stimulating writing in local languages and then publishing the works produced. Books are generally checked for content and style with competent national and even local language authorities. But the difficulty was, the meeting agreed, to find authors capable of writing in these languages. Experts remarked that the higher the educational level of the writer, the cooler he sometimes became to employing local languages.

The meeting was concerned about the fact that 75 per cent of the books sold in Africa came from outside the region. One major criticism of these imported books was that they were occasionally ill-adapted to African use, even though the major book exporters were making determined efforts to tailor their production more closely to African needs. The experts, remarking that Africa would be dependent upon these imports for some time, called on non-African publishers to invest more in African-language textbooks even though this might not seem profitable in the immediate future.

An estimate of the value of books imported into the region in 1965 was US $64 million. The Food and Agriculture Organization estimated that books, pamphlets, newspapers and periodicals, as well as printing and writing paper and newsprint, were being imported in increasing quantities. Between 1963 and 1965 the increase in the case of books and pamphlets ranged between 40 and 60 per cent.

Pointing to the implications of such imports, the ECA paper pointed out that although "the conservation of foreign exchange resources is highly desirable, the import of reading materials also has a high content of capital formation in the form of economic, social and cultural changes which may be brought about by books". In response to a request for information on the economics of the

book industry in Africa, the representative of the Economic Commission for Africa informed the meeting that his organization was undertaking studies of this subject. Specifically, he added, a prefeasibility study of the publishing and printing facilities of six Central African countries was now in progress with the assistance of Unesco.

Noting the absence of or the difficulties in establishing book industries in Africa, the experts emphasized the need to ensure that foreign publishers participate in the promotion of the African book industry by co-ordinating their investment policies (capital, training, editing, reading committees) with indigenous publishing houses, both national and private. Attention was drawn particularly to the possibilities of aid from outside the region on bilateral and multilateral levels which would help solve the chronic problem of undercapitalization of the publishing industry.

Observers from Unesco's Member States who were attending the meeting outlined their programmes of assistance to the various African countries. A principal element in this bilateral assistance was help in curriculum reform and in the provision of actual books and the raw materials necessary for publishing. A common theme also was the recognition that the development of domestic publishing industries was urgent for the region and they all offered to co-operate to the extent of their resources in this endeavour.

Among the sources mentioned as providing aid in one form or another to African book development were the United States Agency for International Development, France, the British Ministry of Overseas Development, Czechoslovakia, the Federal Republic of Germany, Canada and Sweden. Among the agencies and institutions which were reported to be actively engaged in helping Africa in this field were WHO, FAO, Unicef, Franklin Book Programs, the Ford Foundation and the British Council, and the Book Development Council of Britain.

The representative of the African Development Bank underlined his institution's conviction that the publishing industry was directly connected with economic and social development. He declared that the African Development Bank would be pleased to give active consideration to requests for financial aid to book development.

The question of finance evoked a discussion of the need to provide national planning authorities with specific facts to convince them to give the necessary attention to book publishing. It was asked, for example, how the contribution of books to economic development could best be evaluated. One expert noted that the meeting on book development in Asia had estimated that the provision of free textbooks for primary education might be expected to add 10 to 15 per cent to the recurring annual cost of education. He said it would be helpful if Unesco could attempt to draw up a similar estimate for Africa.

The experts agreed with an ECA analysis that publishing industries need long-term capital for purchase of equipment and machinery, and short-term capital for meeting recurring costs. "The long-term capital should be negotiated through foreign resources" the ECA added, "and the short-term capital from the internal money market."

One expert set forth a programme for future action by participants upon their return to their own countries. These included the need for more thorough economic and social studies which might be conducted with Unesco's assistance in order to encourage investments in book development.

The representative of the Director-General suggested that Unesco might bring the problem of financing to the notice of organizations such as the International Bank for Reconstruction and Development and its national affiliates in Africa. The Economic Commission for Africa might also be prepared to consider book publishing in the context of industrial development.

There was a consensus in the meeting that Book Development Councils could be a very effective means of establishing and carrying out national plans, including financing. It was noted that these Councils existed in a number of countries in different parts of the world and that they had been a useful mechanism for centralizing and inspiring a national book effort. Several experts stressed that such Councils should be broadly representative bodies which included members of the entire book community - publishers, printers, librarians, writers - as well as all interested government departments.

It was noted that Book Development Councils would necessarily vary from country to country but that, whatever the form they took, they could be a mechanism for drawing up national plans. Participants from both Africa and outside the region observed that these Councils would also help to make the public authorities fully aware of the needs of the book industry and ensure that books and other forms of assistance for book development were included in lists of needs stated to donor countries. Experts noted that there were organizations which performed certain of the functions indicated for a Book Development Council, and that it will only be necessary for the functions of such bodies to be extended. It should be made certain that any assistance that might be rendered from outside the region should take full account of existing national institutions.

The representative of the Director-General stated that Unesco could assist in the establishment of national Book Development Councils by means of short-term missions of experts upon request of Member States under the United Nations Development Programme. He said that under the programme for regional Technical Assistance, such missions could be dispatched in the course of the present year if requests were received immediately from Member States in the region.

In the course of the discussion of measures to

promote book production in Africa, the four consultants to the Secretariat emphasized in successive statements that the problems of the developing countries of the region were not so unlike those faced in developed countries in the recent past and even at present. They cited as examples the problem of relapse into illiteracy after schooling has ended and the problem of getting books to the reading public. On this latter point, they stressed that libraries must be geared to the needs and customs of the people. The consultants also agreed that, as in their own countries, it was necessary to impress upon public authorities the value of book development, and that a unified approach by the book community could be highly effective.

Training and research

Among the measures that could encourage book production in Africa, the experts laid stress on the importance of training and research. Training was required in every aspect of the book industry. This included not only book production but also the creative activities of the author and the illustrator, the editor and the printer. In addition, a great many participants spoke of the importance of training all those concerned with book distribution and, in the first instance, the librarian.

The experts agreed that there was a lack of basic training in the whole editorial and technical book process. A satisfactory book is the result of welding together all the various elements (manuscript, lay-out, illustration, printing, binding, pricing, and eventually distribution). Exceptions to this handicap do exist and, in particular, managerial skills have frequently been supplied by foreign administrators. A considerable number of experts spoke, however, about the urgent need for "Africanization", particulary at the management level. A number of experts said that this was in fact occurring in their countries.

Participants stressed the need for not only increasing the quantity of books but also of ensuring that the books are physically more appealing, sturdier and capable of longer use. One expert with long experience in the printing trade described in detail the problems of printing books in a tropical climate, including the questions of paper, ink, binding and so on. Another expert spoke of the difficulty of obtaining type needed for printing the special characters used in African languages. He added that this was a matter in which research by Unesco could be helpful and in which bilateral and other aid programmes might play a part.

All of this discussion pointed to the need for training, ranging from the graphic arts to the development of authorship. The representative of the Director-General informed the meeting that provision had been made in Unesco's Draft Programme and Budget for 1969-1970 for the holding of two training courses in Africa. The meeting noted this with satisfaction and concurred with the suggestion that one course might deal with the editorial and creative side and the other with production, including the graphic arts.

A discussion occurred on what could be done to help train authors, with particular attention to writing in the local languages. A spokesman for the World Confederation of Organizations of the Teaching Profession (WCOTP) urged that Africa should draw upon the largely untapped reservoir of writing talent represented by its 650,000 primary and second level teachers. He suggested that proper encouragement would produce manuscripts from these teachers and that careful screening would select the most talented. The WCOTP representative called for generous leave arrangements for these teachers and other civil servants who had demonstrated their ability to provide manuscripts for schools and for general reading.

A number of national, bilateral and international endeavours have been made to develop writing skills. Unesco itself has sponsored workshops, notably through the Accra Centre. Particularly in the case of textbooks, a workshop can provide a survey of the whole process of making a school book, including ways to integrate the textbook with the syllabus in use at the particular grade level toward which the book is directed. Several experts commented that writers could benefit from having their manuscripts tested in sample classes and examples were given of the way this worked in a number of countries.

In terms of general publishing, most of the well-known African writers have been published in English or French rather than in indigenous languages. Deploring this situation, experts called for further efforts to develop authorship in African languages. In connexion with the production of literature in African languages, one expert recommended assistance in translating world-renowned literature into indigenous languages. Another expert said reverse efforts should also be made, i.e. to ensure that African creative production was translated and published in languages of wider diffusion.

The experts felt that a systematic approach to the problems of book development in Africa, including training and research, would necessitate the establishment of one or more regional centres. It was felt that geographic and cultural patterns permitted an effective use of such centres in which there could be a pooling of resources.

Among the tasks which could be entrusted to such regional centres would be that of serving as a base for training programmes and for research and clearing-house activities on problems of book production in Africa, including the graphic arts. Such centres might also promote the publication by several different countries in the region of co-editions in which, for example, the same illustrations were used in editions in several languages. Accordingly, the meeting strongly recommended that regional book production centres be established

in Africa. It was urged that Member States should initiate action for this purpose and that Unesco co-operate in the endeavour. Bilateral aid programmes might consider granting financial assistance to regional centres.

Future needs

The discussion of future needs for books revolved around the key issue of priorities. The Unesco Secretariat working paper had made a distinction between educational and general publishing. Experts felt that, in view of Africa's limited resources, it was not possible to devote equal importance to both.

Some experts urged that general publishing could not be assigned a subsidiary place. It was difficult, in any event, to make a sharp distinction inasmuch as the term "general publishing" embraced the whole broad field of literature needed for the follow-up to literacy campaigns; it also included history, popular science and so on. The view was advanced that if textbooks occupied an almost exclusive place in a country's book supply, the inevitable result would be the absence of a reading public outside the classroom.

Many experts, on the other hand, maintained that in view of the urgent need for skilled manpower to stimulate economic and social progress, there could hardly be any question of diverting any considerable amount of a country's limited resources for publication of books other than educational ones. In this connexion, they recalled that the present ratio of African publishing was 80 per cent educational and only 20 per cent general publishing.

One expert spoke of the vicious circle of the need for books for education and the need for education to develop a reading public for books. Another declared that persons who wanted general books could get them from outside Africa, but that domestic production should be largely devoted to school books. The consensus of the meeting was that for the foreseeable future educational books should take precedence.

During the discussion, the rôle of the State in publishing educational books was evoked. A number of speakers felt that private publishers would find it difficult to survive if they were deprived of the textbook market. It was argued that the textbook market therefore was essential to the development of a publishing industry. It was felt by many that private publishing was more likely to ensure a diversified textbook supply from which educational authorities could draw up a recommended list for use in schools. It was important that these books should be made available at the lowest possible cost. Whether such educational publishing remained in private or State hands, however, experts maintained that care must be devoted to the reaction of the users so that this "feedback" could ensure that books were tailored to the changing needs of the school.

(a) Educational publishing

Before considering the problem of future needs for books in in-school education, the meeting wished to record certain basic facts. Only 18.5 per cent of adult Africans are literate; 47 per cent of Africans between the ages of 5 and 19 are in school. To meet this problem the Conference of African States on the Development of Education in Africa (May 1961) adopted the Addis Ababa Plan. Since then, a number of meetings and conferences have added further elements. Among these were the Meeting of Experts on the Adaptation of the General Secondary School Curriculum in Africa (Tananarive, July 1962), the Regional Conference on the Planning and Organization of Literacy Programmes in Africa and the Conference of African Ministers of Education (both in Abidjan, March 1964). This Plan envisages that there will be 32,800,000 first-level student in 1980; 5.9 million young men and women will be attending schools of secondary education; and 247,000 will be enrolled in institutions of higher learning.(1)

To meet this rapid increase in school population a corresponding rise is necessary in the number of textbooks available. In point of fact, the increase in textbook supply will have to be even larger than the rise in student enrolments, since Africa already has a substantial book deficit in its schools.

The production of textbooks adapted to new curricula requirements and the African environment was considered to be crucial. There is a need for drastic revision of content and rewriting of books for African countries, with examples and demonstrations with which the African child is familiar. This is particularly important in the fields of botany, zoology and physics among science subjects and in history, geography and biography among others.

(i) Books for first-level education

Inasmuch as the goals of the Adis Ababa Plan envisage universal primary education by 1980, the experts agreed that special attention must be given to ensuring that these pupils have enough books. The meeting expressed great concern over the present shortage, particularly since educators estimate that a pupil should have permanent access to a minimum of 400 pages during the first 5 years of schooling. This would be the equivalent of slightly more than 25 book units(2) per child.

It was noted that many countries of the region are attempting to provide school books for primary

(1) The Conference on Education and Scientific and Technical Training in Relation to Development in Africa (Nairobi, 16-27 July 1968) decided that these targets should be reviewed.

(2) For technical reasons, books are usually produced in 16-page sections or fractions thereof. One "book unit", as used in this report, is equivalent to 16 pages.

level education free of charge. This is a goal that most experts agreed is highly desirable, but it also represents a major outlay for the various nations. The experts noted an estimate that had been made for Asia that the provision of free school books for pupils in all seven primary grades might involve an addition of 10 to 15 per cent of recurring State expenditures on education.

At the same time the meeting felt that primary school teachers need to have access to an adequate personal book library for work purposes. In view of the low pay scales for primary school teachers in the region, such books would also have to be provided in large measure by the State, despite the financial burden.

In 1980, with 32.8 million pupils in first-level education, a supply of 820 million "book units" (or 13,120,000,000 pages) would be needed for students and their teachers.

(ii) Books for second-level education

At the secondary level, the Addis Ababa Plan foresees 5.9 million young men and women in school by 1980. While the number is considerably smaller than for first-level education, the experts noted, it must be borne in mind that each student needs more reading materials, so that the total number of book pages required is quite high. It would be 375,000,000 book units or 6,000,000,000 pages. Inevitably, also there would be greater diversification of education, with major emphasis on vocational training, a field in which modern textbooks are in particularly short supply in Africa.

It would seem necessary to assign high priorities to books on applied science for secondary education, and particularly to technical manuals, work books and work sheets for practical exercises and self-teaching. This is an area in which many experts recommended special efforts towards regional printing so as to reduce the cost of the books to educational authorities, students and the general public. Publications could also be envisaged in several different language editions, using the same illustrations.

Once again, many experts felt that the provision of adequate books for secondary school teachers was an integral part of the educational book supply problem. There is a particularly urgent need for information in the sciences and technology.

(iii) Books for third-level education

In 1980 it is expected that a quarter of a million Africans will be receiving university education. While a considerable number will continue to be educated outside the region, long-term development requires the strengthening of universities within Africa itself. The students will require 30.9 million book units (494,400,000 pages).

At the university level these textbooks must be supplemented with a supply of reference works and other reading materials that are essential for a fully-rounded university education. The experts were agreed that the provision of such additional works might have a significant impact on a country's development since it could inspire a particular student with a new insight or an indication of a new line of research that could have broad implications.

A phenomenon peculiar to the region is the existence of so-called "private students". They are not officially enrolled in university courses but study on their own in order to prepare for university examinations or for professional advancement. Since they are unable to attend lectures or participate in laboratory work, their need for textbooks is even more extensive than the regular students. The same is also true for students of correspondence courses.

(iv) Books for out-of-school education

The meeting felt that it was difficult to estimate the demand for books for out-of-school education. This was an area where the shortage of books is particularly distressing, however. Not only is there a need for primers and other textbooks designed for an audience which is newly literate and in most cases adult, but follow-up material must also be provided. The problem is that ability to read fades rapidly unless material is available to exercise the new skill. In 1980 a rough estimate indicates that almost 254 million book units will be needed (or 4,064,000,000 pages) for out-of-school education.

Courses for out-of-school education must provide quite varied material since they deal with such diverse subjects as co-operatives, agriculture, animal husbandry, health, nutrition and home economics. Out-of-school education inevitably tends to be less structured than the more traditional kind of teaching.

The meeting noted that these requirements may be changed by the results of experimental literacy projects linked to national plans for social and economic development, which were being undertaken by Unesco under the United Nations Development Programme and which affect some one million persons in Africa. In Africa today new literates seek books that have practical applications, the experts said, with the incentive to read residing in the possibility of economic or social betterment. This being so, the price of follow-up books to the individual becomes a vital element in the success or failure of literacy campaigns.

The experts concluded that it was also probable that follow-up materials would be used in conjunction with modern audio-visual teaching devices: maps, diagrams, materials which adhere to blackboards, film slides and moving pictures, educational radio and television programmes.

It should be noted that books for out-of-school education include those intended for people wishing to maintain and improve technical skills.

(b) General publishing

General publishing in Africa, as has been noted,

occupies a small percentage of the present African book market. Nevertheless, it seems safe to assume that rising literacy rates and increased purchasing power will together operate to create a greater market. The meeting had before it estimates that general publishing which now provides only 20 per cent of the African book supply, would probably rise to 40 per cent by 1980.

The experts were agreed that the future of general publishing depended in large measure on the availability of books at prices within the means of the reading public. The meeting was told that, adopting the pricing rule of American pocketbook publishers (that a book should cost no more than the hourly wage scale), one research organization had concluded that the average price in French-speaking Africa, for example, should be between 30 and 35 francs CFA, or 12 to 14 US cents.

(i) Children's literature

One of the major needs in terms of books for Africa, aside from textbooks, is that of children's literature, the experts agreed. With a growing number of children in school, supplementary reading material must be made available.

Children's literature flourishes in those countries of the world in which there is institutional buying of children's books by school and public libraries, the meeting was told. In some countries outside the region, between 75 per cent and 90 per cent of most children's books are bought for school and public libraries, with money provided partly by local authorities and partly by the central government.

It was stressed that children's book publishers often spend more on design and production than other kinds of publishers. Their books have to be extra attractive and extra cheap. Attention must be paid to the kind of language used, the experts concluded, so that the book will speak at the level the child understands and use concepts which touch a chord in the child's mind. However good a book is as a piece of literature, they believed, it will sit undisturbed on the bookshop and library shelves unless it has also been designed and produced in a way that is attractive to children.

(ii) Scholarly, scientific and technical publications

The meeting recalled that scientific publishing constituted some 17 per cent of African book production, which was below the percentage prevailing in most advanced countries. African professors and scientists have comparatively little time for research and writing. Economic and scientific development, agricultural reform, industrialization, educational revolution and the almost universal concern for the preservation of traditional cultural values create pressures for scholarly and technical publishing. Governments, taking cognizance of this, are beginning to encourage scholarly and scientific publishing. One result is the creation and strengthening of African university presses.

But the meeting stressed that if more opportunities exist for the African scholar to write, so do opportunities for travel. Richer nations were vying with each other in awarding exchange grants that draw productive scholars away from their own countries, it was felt. This frequently results in a tendency to publish abroad. The meeting noted with satisfaction that, despite the difficulties, more and more scholarly books are being published in Africa every year.

(iii) Paperbacks

The "paperback revolution" offers enormous opportunities for the provision of low-cost reading materials in Africa. Traditional hard cover books are, for the most part, well beyond the purchasing power of the general public in Africa. Consequently, the experts felt, plans to meet Africa's huge requirements must inevitably be geared to maximum use of paperbacks to expand education, provide new literates with reading materials and raise the cultural level.

Two limiting factors should be taken into account, the experts emphasized: the availability of suitable manuscripts written in African languages, on the one hand, and the need for translations of excellent quality, so that outstanding works of world literature can be made available. A consultant to the Secretariat gave examples of developing countries in which, by the use of paperback techniques, it had been possible to publish books in large editions at low prices. The general feeling of the meeting was that paperbacks were going to play a vital part in the expansion of the African book industry to meet the immense needs of the future.

(c) Distribution and promotion

1. Libraries

In turning to the question of book distribution, the meeting was of the opinion that libraries were the key factor. It agreed that since libraries were a stabilizing element in book publishing, in that they provided an assured market for books, there should be co-ordination of library and book development programmes.

Since average incomes were low in Africa with consequent reduction of the book-buying potential of the public, development of the library system would, on the one hand, meet the requirements of African readers and, on the other, help to create a flourishing book trade. It was observed that the degree of development of libraries varied considerably in African countries. One participant reported that his country did not have a single public library.

The special importance of the public library to new literates and early drop-outs from schools was emphasized. Public library services needed to be developed in the region in a systematic manner. The meeting was informed of an estimate made at a recent Unesco expert meeting

in a developing region that an investment of at least 5 US cents per person per year over a period of 15 years would be necessary to provide adequate public library services. It is possible that for the African region this average of annual investment may need to be increased.

On the subject of school libraries, the experts held the view that these were essential components of any educational system and that they contributed both to the improvement of the quality of education and to the development of the personality of the child. Their function in the inculcation of the reading habit, which needed to be fostered to ensure the success of a book development programme, was emphasized.

The meeting was informed that a way used in one country to distribute these books in indigenous languages was to see that they were available in school libraries. A criterion that had been applied at one point - until it had to be suspended for lack of available funds - had been that there should be at least 1 1/2 books per child in the school libraries and that these books should be other than textbooks. In other words, if there were 100 children in a school, the library should have at least 150 books. This was essential to inculcate the reading habit.

It was suggested that school libraries should be supported by funds provided in the general education budget of each country. At the expert meeting referred to above, the suggestion had been made that funds available for school libraries should constitute at least one per cent of the total education budget of a country. A similar investment for school libraries in African Member States might be considered.

One of the disturbing factors in large-scale educational and literacy programmes was the high percentage of new literates who relapsed into illiteracy. This indicated a need for effective library services and reading rooms, particularly in rural areas. Some experts observed that the African region urgently needed the establishment of documentation centres to serve their economic and social development programmes.

The participants agreed that the establishment of library and documentation services could proceed at a quicker pace if properly planned. For this purpose the establishment of a strong representative central authority supported by the necessary legislation was needed.

The major problem facing African countries was the lack of suitably-trained professional librarians. The meeting suggested that library education should be given high priority. In this connexion, one expert observed that courses in librarianship should be given at teacher-training schools so that secondary school teachers could be taught how to establish, maintain and operate school libraries.

The importance of audio-visual materials as a supplement to books was emphasized. It was suggested that the school and public libraries should provide facilities for the use of these materials.

As accessories which would be useful to librarians, publishers and booksellers, the meeting suggested that African Member States organize the compilation of national bibliographies. For this purpose it would, in addition, be necessary that national deposit laws be framed and enacted.

The experts noted with satisfaction that Unesco's Draft Programme and Budget for 1969-1970 included a proposal to hold a meeting of experts on the planning of library services in Africa. It was felt that many of the problems of library development which had been raised at the present meeting could be pursued there.

2. Bookselling

The meeting was of the opinion that any effort to expand African publishing would require a parallel improvement in bookselling throughout the region. The problem is particularly acute in rural districts which contain a high proportion of Africa's population.

Basically, the experts agreed, there are three major types of book distribution in use throughout Africa.

(i) The first is the traditional one of the bookshop. Bookshops are fairly widespread in the large cities and towns of Africa and usually maintain adequate stocks of the more popular titles. As one moves farther from the principal cities, however, the bookshop becomes more and more rare except in the case of stores operated by various missionary societies.

(ii) Department stores and other general merchandise stores are gradually taking a rôle in the distribution of books, and these represent points of sale which spread the distribution of books to smaller towns in rural areas. Books are also sold at local markets. The volumes tend to be single copies, often secondhand, and the stock is frequently haphazard.

(iii) Itinerant traders are usually the principal source of general books in remote areas. Experts said the petty trader with a handful of books is a frequent sight in the countryside. He transports the books by bicycle or on his own back.

Many participants said that the distribution of textbooks and supplementary reading material for the adult literates could be strengthened if book stalls were attached to schools, community project centres, farmers' clubs, youth centres, health clinics and so on. Bookselling by van also had a rôle to play.

The experts noted that countries outside Africa with comparatively few bookshops sell books by mail order. This is a major feature of book distribution in the United States of America. Special book advertising rates in newspapers and magazines encourage this kind of distribution and lower postal rates for printed matter also help to stimulate sales through the post. This method has been tried with varying degrees of success in Africa.

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For it to succeed, however, a safe and cheap method of shipment would have to be evolved.

The question of costs of distribution was examined by the experts, who felt that it covers a much wider area than merely that of postal charges. There is the transport from publisher to bookseller and then from bookseller to customer. Since most books in Africa are imported from outside the continent, it is a significant burden on bookselling that ocean freight charges are so high. These may run to 10 and 15 per cent gross. When road transport charges are added to this the costs may rise to as much as 30 per cent.

The meeting recognized that a further element in transport was one of time. Since the books must travel long distances, they must be ordered far in advance, although facilities for storing books are not extensive. This time/distance problem frequently results in limiting the variety of books available from abroad and complicates the distribution of textbooks as well as general reading material. Nevertheless, the experts noted that increasing efforts are being made throughout the region to establish centres for the co-operative stocking of books so that adequate supplies can be made more readily available.

3. Book promotion

Turning to book promotion, the experts felt that libraries could act as a central agency for the organization of book fairs and national book weeks, which are vigorous elements in promoting increased use of books.

The meeting noted that national book weeks were becoming an increasing part of African life, whether organized directly through the libraries or through literacy bureaux. Book festivals jointly organized by publishers, booksellers, librarians and schools have also been used successfully to increase book utilization. Experts declared that the press, film, radio and television, where it exists, can also be used to stimulate readership. Publishers' catalogues and other up-to-date bibliographical material is of considerable value not only to booksellers but to the general reading public.

The meeting noted the existence of a scheme which is apparently not yet in general use in Africa but which has proved its value in other developing areas - the "home library plan". Under such a plan subscribers commit themselves to paying a fixed sum of money per year, for which they get books whose list value far exceeds the actual investment. The experts called attention to other devices to stimulate book reading, including "readers clubs" which frequently take the form of book discussion groups organized through the libraries.

(d) The international flow of books

1. Trade barriers

The meeting noted that imported books are subject to a variety of taxes and controls, ranging from turnover and statistical taxes to import licences, but the principal barrier to free importation is the shortage of foreign currency. A certain number of countries in the region utilize Unesco book coupons to facilitate the purchase of foreign publications and as a means of overcoming currency barriers. Unesco provides national distributing agencies, appointed by governments, with coupons normally payable in U.S. dollars, pounds sterling or French francs. In a number of countries Unesco has also agreed to accept local currencies. The purchaser, who buys coupons in local currency, uses these to order the publications from a publisher or bookseller abroad, who, in turn, is repaid by Unesco in his own currency. The representative of the Director-General, in response to an expert who said that Unesco coupons had not always been accepted in certain countries, suggested that such cases should be brought to the attention of the Secretariat.

The meeting also noted that the Unesco Agreement on the Importation of Educational, Scientific and Cultural Materials eliminates duties on books and provides that foreign exchange shall be granted for the importation of books by public libraries. At present, the Agreement is applied by 16 African countries.(1)

In general, the meeting concluded that Member States should take all possible measures to ease the international flow of books, as book imports were bound to be an important source of African supply for some time to come.

2. Translations

The meeting noted that the simplest, although not always the most effective, means of providing books in local languages is by translating existing texts. In the case of books for schools, these could occasionally be improved by adding chapters with information of a local nature or by changing examples given to make them more topical or familiar in appeal.

In the case of national literacy campaigns, conducted in several languages, this kind of translation has been employed in a number of countries. It has been limited, however, by the lack of fully trained translators. In general, the experts felt, problems of translation are a part of the general situation of the publishing industry in any country. There will be a flourishing translation programme only if there is a flourishing publishing industry.

A persistent obstacle to translation, it was noted, is the lack of scientific and technical terms in African languages. Thus, the experts felt that the preparation of acceptable scientific, technical, geographical and historical dictionaries

(1) The African countries adhering to the Agreement are: Cameroon, Congo, Democratic Republic of the Congo, Gabon, Ghana, Ivory Coast, Kenya, Madagascar, Malawi, Niger, Nigeria, Rwanda, Sierra Leone, Tanzania, Uganda and Upper Volta.

and reference books was a prerequisite to a successful African translation programme. Otherwise publication of scientific and technical books would have to be limited to vehicular languages of wide use in Africa such as English and French.

3. Copyright and book deposit laws

The meeting heard an introductory statement by the Unesco Secretariat on national and international aspects of copyright as they relate to book development in Africa. The rôle of copyright in protecting the rights of authors and thereby encouraging the writing of books was described. The statement also dealt with the relationship between copyright and the flow to African countries of books originating outside the region.

An account was given of efforts to modify international copyright protection so as to reconcile the right to ownership of works of creative expression with the needs of developing countries for economical access to such works. This approach would require modification of the two major international conventions in this field - the Berne Copyright Convention and the Universal Copyright Convention - and would entail complex procedures.

An alternative method of dealing with the problem would be the reduction of the financial burden to developing countries of obtaining external works. This could be accomplished by aid measures to help pay for copyright costs. As an example, mention was made of action that might be taken by producing States to make allowance, within the framework of programmes of co-operation and bilateral aid, for a fund designed to pay royalties to those of their nationals whose books are used in developing countries. In response to a question, it was reported that, at meetings in Geneva in December 1967, the Intergovernmental Copyright Committee under the Universal Copyright Convention and the Permanent Committee under the Berne Copyright Convention envisaged the possible establishment of a joint group to study the present situation; this group would take into account the needs of developing countries and the importance of maintaining effective copyright protection.

In the ensuing discussion, one expert asserted that the "treasure trove" of African folklore was being exploited by foreign enterprises to produce works which were then copyrighted. The African countries, he said, had to pay royalties for using these works. A number of experts joined in calling for arrangements, more equitable to the African countries, in international rules for copyright protection and for payment for use of copyrighted works. Other experts, stating that copyright protection worked also to the benefit of the African countries, affirmed the need to observe copyright regulations.

With respect to book deposit laws, experts suggested that Unesco should draw up model laws for the guidance of Member States. Others pointed out that many such laws were already in existence and could serve as models.

The experts concluded that studies were needed of the present situation in the copyright field as it relates to the flow of books to African and other developing countries. It was suggested that Unesco might convene a meeting of experts on this subject.

II
CONCLUSIONS AND SUGGESTIONS

The meeting wished to record the main conclusions emerging from its discussions, with particular emphasis on the planning of book development, which had been a central thesis. While various suggestions made in the course of the discussions are to be found earlier in the report, the meeting wished to summarize and reiterate the main lines of action proposed for the planning of book development in Africa.

A. PLANNING OF BOOK DEVELOPMENT

Book development planning must be carefully integrated into each nation's overall development effort. In order to accomplish this, the meeting felt, it would be useful to establish tentative minimum targets for the expansion of book supply in the region between now and 1980, which was the date fixed for the attainment of the goals for education set by the Conference on Educational Development in Addis Ababa and modified at Tananarive. The establishment of regional targets would be helpful, even though it was evident that each nation would need to adapt these targets for book supplies to its own situation.

In setting regional targets, the meeting wished first to recall the present situation as it had been set forth in this report. There is an acute shortage of books in the region. The highly developed countries have a rate of production of books which is as much as 135 to 200 times greater than that of Africa.

In the planning of book development, the premise was generally accepted that the future of publishing in the region depends, in large measure, on the expansion of education. This was crucial both in providing reading skills and motivation and in raising the economic level of the region so that potential consumers can afford to purchase books.

On the basis of the plan for educational development up to 1980, it becomes possible to assess the region's needs for educational books for that period. This emerges from an evaluation of the minimal number of book pages required by pupils, teachers and literacy workers. By 1980, the per capita supply of educational books should reach 72 pages annually.

Achievement of the objectives of the educational plan, including the eradication of illiteracy, would require a considerable expansion also in the annual supply of general books. Here again, economic

progress and higher educational levels would combine to create greater demand for books. The supply of general books might tentatively be expected by 1980 to reach a level of 48 pages per person per year.

Taking both educational and general books together, the regional target would be 120 pages per person per year by 1980. It is to be emphasized that this is a regional target which must be translated by each country into national goals. The annual increase required for both educational and general books is 12.2 per cent. In the period to 1975, the increase required would be larger, in the neighbourhood of 16 per cent annually.

As a guide to the establishment of priorities for book development planning, the meeting recommended the following points:

(i) authors of educational and cultural books should as far as possible be Africans;

(ii) the first languages to be promoted should be African languages;

(iii) the content of books should be in line with the actual needs of the users. Priority should therefore be given to those subjects which are best integrated in the social, economic and cultural context of Africa while opening the reader's mind to the world;

(iv) priorities in book printing should be based on the urgency of the needs in general education and literacy work, and of those who are already in gainful employment;

(v) printing techniques should come up to the users' requirements while remaining as inexpensive as possible.

The attainment of the book supply targets up to 1980, as drawn up at the present meeting, will require, above all, national planning of the production and distribution of books. The meeting considered that one of the best ways of carrying out this planning function was by the establishment of national book councils. Such councils should be broadly representative bodies, including members of the entire book community - publishers, writers, librarians etc. - as well as interested government departments, including ministries of education. Accordingly, the meeting strongly recommended to Member States in Africa that national book development councils should be set up at the earliest possible date.

As a feature of such central national book bodies, the Economic Commission for Africa suggested that various language groups set up textbook committees made up of representatives of teachers' associations, education administrators and local representatives of Unesco, which might identify potential authors, illustrators and editors and help provide them with adequate incentives, as well as arranging for training overseas through bilateral and multilateral fellowships. Another activity that might well fall within the province of book councils was the provision of bibliographical tools, such as national bibliographies, which are of assistance to librarians and distributors as well as to publishers.

Participants stressed the importance of the economic element in planning and the urgent need for increased financial resources. Whilst approaches can and should be made to national development banks and international finance institutions, such as the International Bank for Reconstruction and Development and the African Development Bank, other avenues could also be explored. Improved credit facilities for recurring expenditures might be sought from commercial banks as well as State institutions which specialize in short-term credit.

Bilateral aid programmes also offered major possibilities for assistance in expanding book industries. As had been reported at the meeting, a number of these programmes were already in operation in various countries of the region, but the possible scope of further assistance of this nature is considerable.

In any event, it is apparent that a fundamental requirement for book development in Africa will be long-term, low-interest financing for fixed capital investments and short-term assistance to meet pressing immediate requirements.

The meeting recommended that the Organization of African Unity (OAU) through its Education Commission should be urged to assist in the development of regional activities to strengthen and foster progress in the book industry.

An important feature of planning will be the materials required for a book industry, particularly paper. In this connexion, the FAO pointed out that to develop the indigenous resources and to plan forest plantation programmes, as well as to investigate the feasibility of new pulp and paper mills will demand the assistance of the developed countries, as regards both technical advice and financing of the long-term credits. "It is in the coordination of these efforts that FAO can prove most useful in so far as its activity in the realm of forest industries is concerned", the Organization continued. The FAO observed that for Africa as a whole, the pulp and paper production that can reasonably be expected in the field of cultural papers is likely to require investments totalling $265 million between 1961 and 1970, and $473 million between 1970 and 1980. These figures would drop to $40 million and $168 million, respectively, if the needs of Western, Central and Eastern Africa only are taken into consideration.

In presenting the FAO working paper on "Meeting the Demand for Newsprint and other Printing Papers in Africa", the FAO representative laid stress on the fact that, despite Africa's vast forest resources, it would be difficult to exploit them for paper-making. He emphasized that the forests were not homogeneous and that the wood fibres were short - both of which made it difficult, for the moment, to establish paper-making industries. The FAO, he declared, is already conducting research on the problem and has set up a regional advisory group on forest industries with the ECA.

Experts recalled that a number of advanced countries had made gifts of paper to African Member States and expressed the hope that such generous assistance would be continued and extended. They also urged that efforts be made to establish paper factories in Africa.

In addition to paper, the experts noted, printing equipment and supplies for the presses also have to be imported, frequently over large distances. Printing blocks, type faces and plates for photo-offset printing also are scarce. Servicing of the equipment may have to come from abroad as well since there are not enough technicians for adequate maintenance.

It was stressed that African governments have hesitated to make scarce foreign currencies available for this kind of investment which, although essential, is not immediately productive of income. Indeed, in some cases rather heavy tariff restrictions reduce the entrance of paper and other materials for books.

Another major problem considered by the meeting was the lack of sufficient trained personnel to operate equipment. Although some training courses are offered, there is no general plan for technical training in the printing trades in most of the region.

In concluding its résumé of what might be done by Member States, the meeting stressed the importance of creating the infrastructure of national publishing industries. The most important measure that could be taken was to establish a national book development council designed to co-ordinate the effort required in each country to achieve the targets drawn up by the meeting for book development to 1980.

B. SUGGESTIONS FOR UNESCO'S PROGRAMME

The meeting considered that the programme for book development in Africa was related to a great many of Unesco's activities. The production of reading material has an evident relation to education; Unesco's efforts in the fields of mass communication, culture and science are also closely linked with book development since everything that the Organization does in these fields is made more meaningful by functional literacy created and strengthened by adequate supplies of books. Beyond that, however, is the whole interrelation between a healthy book industry and economic and social progress. Books have a basic rôle to play, particularly in the developing countries of Africa.

The experts offered a series of concrete suggestions as to ways in which Unesco's programme could best serve to promote book development in Africa. These suggestions are set forth below. The whole programme is to be carried out in close co-operation with National Commissions for Unesco.

1. Planning

The need for systematic planning of book development in Africa, the experts agreed, must be reflected in Unesco's own programme. This is particularly true with regard to Unesco's contribution to the realization of plans for the development of education in Africa up to 1980, as embodied in the programme set out by the African Ministers of Education. In this respect, the targets for educational publishing should be subject to continuing study and research. Unesco's work to eradicate illiteracy would have to make full allowance for the vast increase in the quantity of books needed for out-of-school education.

The experts were glad to note that the Conference of African Ministers of Education being convened by Unesco at Nairobi in July 1968 could offer an early opportunity for consideration of ways in which educational publishing in Africa might achieve the vast expansion needed. Accordingly, the meeting suggested that the Director-General of Unesco consider bringing the present report to the attention of the Nairobi Conference.

With regard to the regional targets for book supply to 1980 which had been drawn up at the meeting, Unesco might provide assistance to Member States, upon request, in drafting both immediate and long-term national goals. The Organization, either itself or through specialized institutions, should make a thorough study of the relationship between the quantitative and qualitative aspects of book dissemination in Africa. Such research, including detailed statistical analysis, would help to convince public authorities of the importance of books and might thereby stimulate investments in this field. These studies would help each African country to make the detailed national assessment which was necessary. The results of the national studies could then be submitted at the earliest possible date by Member States to the appropriate regional bodies.

With regard to the problem of financing the expansion of the book industry, it was suggested that Unesco could help to assess the financial implications of book development. At the same time it could assist in the harmonization of bilateral aid programmes to meet changing needs and could serve as a clearing-house for information on book activities in Africa.

Unesco could take the initiative in bringing African book problems to the attention of international, regional and national development financing agencies, so as to encourage the granting of loans for domestic publishing enterprises.

Having recognized the vital importance of national book councils in promoting the entire programme emerging from the meeting, the experts called upon Unesco to assist such councils in all possible ways. It was anticipated that these book councils would be broadly representative bodies with adequate budgets and with professional staff

working on a full-time basis. The setting up of book development councils would involve problems of a technical, legal and administrative character in which the advice of experts made available by Unesco could be extremely helpful. Accordingly, the meeting noted with satisfaction a statement by the representative of the Director-General that Unesco would be prepared to send such missions in the course of 1968, under the United Nations Development Programme. It would be necessary, however, for requests to be received immediately from African Member States through the United Nations Resident Representatives. Beyond 1968, the representative of the Director-General added, longer-term assistance might also be requested under the United Nations Development Programme. He stressed the need to make planning authorities aware of the importance of books in economic and social progress so that they would be prepared to include book development in their national requests for technical assistance.

The meeting felt that the Economic Commission for Africa could play a vital rôle in the entire process of planning for book development. The Commission could also assist in the dissemination of scientific and technical information through translation and reproduction of documentary materials in support of economic and social development programmes. Experts recommended that the present report be brought to the notice of the Commission and that the Commission consider the appropriate steps to be taken to give due recognition to the investment potential and economic contributions of the publishing industries, and to encourage national action for book development.

The meeting recommended that in general the resources of the United Nations system should be mobilized in support of African book development. The International Bank for Reconstruction and Development, as well as its subsidiaries, should consider the granting of long-term, low-interest loans for publishing industries.

It was suggested that many of the problems involved in the development of domestic publishing industries in Africa were within the purview of the United Nations Conference on Trade and Development. Unesco should continue to bring this issue to the notice of UNCTAD. The problem of reduction of tariffs on the importation of paper, printing equipment and other materials needed by the book industry might appropriately be brought to the attention of GATT.

The meeting invited Unesco to pursue studies with the Food and Agriculture Organization on the paper problem in Africa. Unesco might usefully chart and assess Africa's paper needs for book production, as a basis for FAO's efforts to establish viable industries for paper manufacture in the region.

A major recommendation of the meeting was that one or more regional centres for book production in Africa should be set up. Unesco should assist as far as possible in the establishment of such centres. Member States wishing to take the initiative for the setting up of regional centres might make this known to Unesco. The Organization might be of assistance in providing information on the financial implications, the possible programme of work and the administrative framework of such centres. Among the functions which some experts suggested for the centres would be to help find publishing outlets for manuscripts by African authors. In general regional centres could serve as focal points for the training and research needed to promote book development in Africa.

2. Promotion and distribution

In its consideration of the promotion and distribution of books, the meeting devoted considerable attention to ways of inculcating the reading habit. There was widespread feeling that a prerequisite to book development was the existence of a "cultural milieu" conducive to reading. In this connexion it was necessary to stimulate and encourage reading in African languages. There was a suggestion that each country should create or develop an academy or bureau of languages as a means of fostering the publication of works by African authors. Such institutions in the different countries might exchange their material and make arrangements for seminars bringing together people using similar languages.

All these questions should be the subject of study and research which might be promoted by Unesco. Unesco's linguistic studies should pay particular attention to African languages. The Organization might also conduct studies on motivation as it affects book use, with particular attention to the problem of relapse into illiteracy. Unesco might also assist in translating world renowned literature into indigenous languages.

An important factor in book promotion is the holding of book festivals, book weeks, exhibitions and so on. Member States in Africa might consider requesting the dispatch of experts, under the United Nations Development Programme, who could advise on the organization of such book promotion activities.

It was suggested that the most important action Unesco could take to promote book distribution was to encourage library development. The meeting felt that if a "cultural milieu" was essential to the promotion of the reading habit, libraries were essential to the promotion of a cultural milieu. In the drawing up of long-term regional targets for library development, Unesco could be of great assistance. In order to attain these targets, the establishment of national systems for public and school libraries, supported by the necessary legislation, should likewise be assisted by Unesco. These systems of public and school libraries would provide assured outlets for domestic book production. Current national bibliographies were essential to book promotion. It was suggested that there should be annual bibliographical lists drawn up covering works

published in African languages. Unesco could, upon request, advise on the practical implementation of such plans.

The experts noted with satisfaction that Unesco's Draft Programme and Budget for 1969-1970 included provision for the convening of a meeting on library development in Africa. It was hoped that this would be an occasion for drawing up targets for the expansion of libraries linked to the book development programme up to 1980 which had been established by the present meeting.

As to the flow of books to Africa, it was suggested that Unesco could draw the attention of Member States in Africa to the importance of adhering to the Agreement on the Importation of Educational, Scientific and Cultural Materials. Unesco could also expand its efforts to ease the flow of books through the other agreements and arrangements concluded under its auspices, namely the Universal Copyright Convention; the Convention concerning the International Exchange of Publications; the Convention concerning the Exchange of Offical Publications and Government Documents between States; and the International Coupon Scheme.

Unesco might pursue its work with the Universal Postal Union to secure the lowest postal rates and maximum facilities for books. The International Air Transport Association and the International Railway Union might also be invited to consider granting more preferential rates for the transport of books.

With regard to the international flow of books, it was considered essential that Africa's own cultural heritage should be preserved. Scholars and others who use African source material should accord full recognition and adequate compensation. It was hoped that the present report would serve to draw this matter to the attention of those concerned with a view to the formulation of codes of conduct.

As to copyright and its effect on the availability and price of books for African countries, the meeting suggested, first, that vigorous action be taken toward the development of a programme of financial aid to reduce the burden of cost to developing countries of securing and using external works protected by copyright; and, secondly, that it was desirable for Unesco to convene a meeting of experts to consider methods of reconciling the right to protection for works of creative expression with the developing countries' needs for less expensive access to such works.

3. Training and research

The meeting agreed that training was needed in all aspects of the production and distribution of books in Africa. With regard to training for authors and translators, national and regional workshops were considered useful and should be pursued. Further guidance for textbook authors, including the stimulation of writing by teachers, was necessary. Unesco might co-operate with other organizations, such as the World Confederation of Organizations of the Teaching Profession, in providing more opportunities for such training and in their efforts to ensure leave arrangements destined to facilitate writing by teachers.

The meeting felt that training in the graphic arts required special attention. Unesco should continue its practice of assisting Member States in Africa to organize regional seminars and workshops for training book illustrators and should seek ways of assisting art schools so that they can help meet rising demands for textbook illustrators.

Training for publishers and editors was also considered essential. Unesco should encourage the granting of fellowships for the training abroad of these and other professional categories of book personnel.

Training for librarians and directors of rural reading rooms is also urgent. Fellowships should similarly be provided for participants in workshops organized in different Member States of the region and elsewhere. The meeting suggested that the Centre for Library Training at Dakar should be strengthened and that all concerned should seek to award fellowships at the Centre.

The meeting noted with great satisfaction that provision had been made in Unesco's Draft Programme and Budget for 1969-1970 for two training courses on book development in Africa. It was recommended that one course should deal with training on the editorial and creative side, while the second course should be devoted to training for production, including the graphic arts.

In the matter of research, the experts believed that Unesco might give particular attention to comparative studies on book development with special reference to planning. Such studies might usefully be disseminated throughout the region. The Organization could also provide documentation and the means for exchanging national studies. Particular attention might be given to research on the various methods of printing and composition, taking advantage of new technological developments which can lower costs on small as well as large press runs.

4. Professional organizations

The knowledge and advice of professional organizations, including the International Publishers' Association, the International Community of Book Sellers Associations, Franklin Book Programs and the World Confederation of Organizations of the Teaching Profession should be enlisted, particularly in the establishment and growth of national and regional book organizations in Africa.

5. Future meeting

The Meeting suggested that Unesco's work to promote book development should be strengthened. The experts recommended that at the appropriate time Unesco should convene a further meeting of experts on book development in Africa to review the progress made since the Accra meeting.

PART II

THE ECONOMIC IMPLICATIONS OF BOOK DEVELOPMENT IN AFRICA[1]

prepared by the Secretariat of the
Economic Commission for Africa

I. INTRODUCTION

The growing realization that nation-building, to a large extent, depends upon the development of human resources through education and training has greatly stimulated educational developments in Africa during the 1960s. Important landmarks in this development include the substantial expansion of educational facilities at all levels, increased public investment in education, the shift of emphasis in favour of functional education, the establishment of more schools in rural communities and the move towards making primary education universal and raising the level of literacy among the masses of the population.

Between 1960 and 1964 for instance, school enrolment at the first, second and third level education grew at the annual rate of 4.5 per cent, 7.3 per cent and 6 per cent respectively. In quantitative terms enrolment at the three levels in 1965 reached an estimated level of 21.3 million, 2.4 million and 0.25 million respectively.[2]

Increased school enrolment has resulted in increased output of educated persons, though usually the latter grew at a lower rate. Estimated output from the three educational levels in 1965 has been put at 2.7 million, 370 thousand and 46 thousand respectively, while projected annual output will, by 1980, reach the substantial level of 6 million at the primary, over one million at the second level and some 130 thousand at the third level.[3]

The expansion of educational facilities and increased school enrolment have resulted not only in an increased demand for more resources such as investment in buildings and equipment and teaching personnel, but also in a demand for more school textbooks and other reading materials for out-of-school use.

The belated realization that African educational systems suffer from a basic weakness in their functional usefulness because they lack adaptation to local socio-economic milieux and development needs, has fostered sustained efforts at curricula reform and the adaptation of training courses to local background. With this development new course books have been adopted, particularly in the teaching of African history, mathematics, English and science, and the demand for both imported and locally produced textbooks has continued to grow.

As part of overall development programmes greater attention has been devoted to uplifting the general enlightenment and literacy level of the population over the last decade than has been done in previous decades. Intensified literacy campaigns and the use of mass communication media in spreading information have been pursued with greater vigour. With increased development tasks in hand and political action and policy to explain, African governments through their ministries or departments responsible for the dissemination of information, have increased their output of information bulletins, newspapers and hand-outs. Increased governmental and business activities also gave stimulus to local press to expand their output of dailies and periodicals as the circle of the literate public grew.

Notwithstanding the higher level and wider spread of educational attainments in Africa over the last decade, the region continues to remain far behind the other regions of the world in the demand for books and educational materials. In terms of formal education by 1957 only 7.2 per cent of the total population of Africa, or 8.7 per cent in North Africa and 6.8 per cent in Middle and Southern Africa, were enrolled in primary, secondary and higher educational institutions, compared with a world average of 12.4 per cent.[4] As regards adult literacy rates some two-thirds of independent African States have

(1) Abridged and updated with information from FAO and Unesco sources.

(2) Trained Manpower for Accelerated Development in Africa, UNECA document E/CN.14/WP.6/4, tables 6, 7 and 8.

(3) op. cit., tables 6, 7 and 8.

(4) Unesco, World Education Survey, 1950-1954 Vol.II and 1953-1957 Vol.III.

80 per cent or more of their adult population unable to read and write in any language.(1)

It has been estimated that well over 100 million adult inhabitants in Africa are illiterate; consequently, a sizeable proportion of the population have no need for books and newspapers. In addition a large proportion of the so-called literate population ar too poor to afford to buy general books or dailies on a regular basis. In such a situation Africa's demand for books and the development of the local book-printing industry have inevitably been on a very limited scale, and decidedly the lowest among the regions of the world. However, the realization of planned school enrolment and rise in per capita income resulting from economic development will in the foreseeable future result in rapid increases in the region's book consumption.

II. THE ROLE OF BOOKS IN AFRICA'S DEVELOPMENT

Notwithstanding the marked achievements since World War II, Africa, in terms of her needs and potentialities, the levels so far reached and the immense gap to be bridged in relation to the objective of attaining a level of development not too inferior to that of other regions of the world, has a tremendous task in hand over the next two to three decades. In facing this task both the human and material resources of the region must be developed and mobilized. In this endeavour, education and training, as well as the application of science and technology are important. Increased local book production and consumption, facilitating the raising of the level of literacy and technical competence, will contribute towards the attainment of this objective.

Book development can therefore make a most useful contribution to Africa's overall development in three important ways, namely: in educational development; in socio-cultural development; and in economic development.

One major bottleneck in Africa's development efforts is the shortage of trained manpower, particularly middle and higher level scientific, technical and managerial personnel. For the immediate future this handicap will continue to be central among the restraints on economic growth and social change.

The tremendous task of lifting African peoples from the present level of abject poverty resulting from a low per capita annual income of only US $110 to a reasonable level of income and standard of living, requires enormous increases in domestic product which in turn requires substantial input of trained manpower and technical know-how in the exploitation of available natural resources. Since the region is already in short supply of trained manpower, the only way out of the impasse is an equally substantial expansion in educational enrolment including training, and a reconstruction of educational curricula to meet the challenges and requirements of development.

To cope with the substantial future requirements of trained manpower, African countries plan to increase school enrolment several fold. According to the Addis Ababa Plan, the countries of Middle Africa hope to increase school enrolment to reach by 1980 over twice the 1965 enrolment at the primary level, over thrice at the second level and some ten-fold at the third level.(2) For the whole of Africa, excluding South Africa, fairly the same magnitude of increases are envisaged to be reached by 1980 at the first and second levels, that is, nearly two-and-a-half and three-and-a-half times the 1962/1963 actual enrolment respectively and about three-and-a-half times at the third level. In absolute numbers the total enrolment envisaged for the future would probably increase from some 24 million in 1965 to 55 million by 1980, that is, an increase of 31 million in 15 years.(3)

To educate this substantially increased number of school goers during the 1970s and to train the hundreds of thousands of middle and high-level manpower required for economic and social development, including teaching and training personnel, would require an equally substantial demand for school books. Without books, printed materials and other teaching aids, it will be impossible for the much needed manpower to have intellectual stimulation and to acquire the new knowledge and information for the application of science and technology to development. Books thus serve as a mine of accumulated knowledge and principles of applied techniques which untrained minds and hands must explore in order to be better informed and to increase their productivity.

The demand for trained manpower is a demand not only for more numbers but also for quality. It is this demand for quality, for trained personnel having the technical know-how capable of coping with the challenge of development and exploiting Africa's resources, that has sparked the call for an overhaul of African educational systems in favour of training in new skills and techniques needed for development. This latter objective can be achieved if, along with other appropriate measures, new textbooks and teaching aids are developed to facilitate making African education suitably adapted to the local socio-economic milieu and development needs. This requires substantial effort in textbook reform, textbook writing and publishing. The failure of this effort to reach the desired degree could forestall any set targets of increased school enrolment and the production of manpower trained in certain critical occupational skills.

In Africa, books and printed course materials have enabled thousands of people to acquire formal

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(1) Unesco, World Illiteracy at Mid-Century, 1957 - also the Educational Situation in Africa Today (UNESCO/EDAF/S/4), 1961.

(2) Outline of a Plan for African Educational Development, UNESCO/ED/180 pp.13-14.

(3) E/CN.14/WP.6/4, tables 6, 7 and 8, op. cit.

education through self-tuition at home. Training through correspondence courses which books and printed course materials make possible will continue to play an even greater rôle in the future, notwithstanding the planned expansion of formal schooling facilities. This is particularly important in the spread of secondary and higher education in areas and provincial centres where facilities and opportunities for institutionalized instruction are limited. Furthermore, with the spread of formal education to a greater proportion of the population, more books for out-of-school use will be demanded as literates form the habit of reading for information and for pleasure.

It is the aim of African governments that in the process of development material improvements should be accompanied pari passu with advancements in the social and cultural fields. This is why most African governments have spent between one-fifth and one-third of their public expenditures on social services, including educational and cultural development.(1)

In the development of education and culture books and printed materials play a major rôle. Simple textbooks, novels, handouts, course books, newspapers and other printed materials enlighten persons with limited formal education and prevent their reversion to illiteracy. In particular booklets specially prepared for functional literacy campaigns have a most beneficial influence not only in spreading literacy and enlightened producers but also in raising their productivity.

Historical research with findings translated into popular history books as well as recorded customs and tradition of the people inspire in their literate citizens some elements of national pride and self-consciousness. Books are also important in character formation and in developing among the literate population well-designed national characteristics and cultural habits. Therefore there is a greater need for the writing of textbooks for education in civics.

Where a literate citizenry has grown, programmes designed to improve standards of social welfare can more readily achieve the desired objectives through using the medium of printed handbooks, leaflets and bills in spreading information and advice.

In economic development book production has substantial contributions to make. Textbook writing and printing in general create employment. As an industry book publishing and the production of other printed materials exploit available local printing materials and at the same time save scarce foreign exchange. The extraction of local wood and fibres and their conversion to pulp and paper in order to meet the demand of the printing industry create tangible employment for the people, thereby adding to the national product.

III. THE DEMAND FOR BOOKS IN AFRICA

Overall economic development is dependent upon the growth of various sectors of the economy, such as agriculture, industry, transport and communications, commerce, etc. Expansion of these sectors has created new and diversified demands on education and thereby on books to meet these varying needs. Now books are needed on such subjects as given below:

Biology: There is a pressing need for textbooks on biology for the second level of education. These books should concentrate on the flora and fauna, the ecology and agriculture of the countries of the region.

History: The textbooks on history should be written de novo. It is desirable to provide interpretation of history from the African point of view.

Geography: There is a prime need for geography books which deal with local environments, regions and the continent.

Agriculture: Books genuine in treatment of the actual farm operations are in demand.

Culture: Books on local folklore, tradition, stories, song, dance and drama should be most appealing.

Vocational Arts: The development of attitudes and skills for various arts and crafts is one of the essential requirements of economic growth. More and more books are needed on vocational arts to improve upon the existing skills, and on such subjects/areas as:

Children's science books
Books on science and engineering
Primary-level English-medium supplementary readers
Books for teaching English/French as a second language
Social Sciences: civics, economics, home economics, sociology
Mathematics: arithmetic, geometry, algebra, calculus, trigonometry, mechanical drawing
Teach-yourself books or books for self-instruction: cooking, sewing, gardening, carpentry
Commercial, secretarial and domestic sciences
Classics and religion
Community development
Hygiene
Industry
Youth
Veterinary science
Teacher training: teaching manuals

Besides, books are in demand for adult male readers, and women. The requirements range from fictional and general to applied sciences, biographies, social sciences, languages, literature, fine arts, religion, philosophy and psychology, books for new literates, books for recreation.

It is rather difficult to assess the exact requirements of books in each of these fields, yet it may be safely estimated that the existing requirements

(1) Social Aspects of African Development Planning: Patterns and Trends UNECA document E/CN.14/SDP/7, pp.20-23.

could hardly be met even if the domestic and imported supplies were increased manifold.

In short, the prime need of the region is for school textbooks adapted to newly established curricula and based on local conditions. The need is greater in countries where facilities for their production do not as yet exist. An interesting investigation would be to determine the number, subject, level and language of essential textbooks which are immediately in demand and which are likely to be in demand in view of the expansion in education envisaged in the foreseeable future.

Foreign exchange implications and outlay: In most developing countries of Africa, the import of books imposes a heavy burden. From Table 1 it will be seen that the total value of books, pamphlets, newspapers, periodicals, printing and writing paper and newsprint is not only substantial but has been increasing over a period of time. The increase in the case of books and pamphlets has ranged between 40 and 60 per cent between 1963 and 1965 (see Table 1).

Conservation of foreign exchange resources is highly desirable at the moment to finance planned projects, to import capital goods from which the return is fairly high, and, to meet other economic contingencies. Nevertheless, the import of reading material also has a high content of capital formation in the form of economic, social and cultural changes which may be brought about through books. At the moment the value of the total imports of books and paper forms a small portion of the value of total imports. From Table 1 it is clear that the ratio of such imports to total imports in the countries given was between 0.5 and 1.9 per cent in 1965. Considering the importance of education in the continent, and also, the importance of avoiding strain on the foreign exchange resources, it is desirable that a special foreign exchange policy be devised which should balance the two opposing demands. If the available resources for paper production, writing, publishing and printing a book are geared to an optimum point, then foreign exchange resources need to be utilized only for the import of printing machinery, which in the long run would prove more economical.

IV. THE SUPPLY OF BOOKS FOR AFRICA

Local book production trends: During the period 1960-1964 book production in Africa did not experience any substantial change. In fact the number of titles produced remained the same during 1961, 1962, 1963 and 1964, although a slight gain was registered in 1961 over 1960. The total number of titles produced in 1960, about 5,000, formed about 1.4 per cent of the total world production of 364,000 titles during the same year. In 1961 this percentage went up to 1.6, but then it recorded a decline to 1.5 in 1962 and remained there for the next two years. As seen from Table 2, Africa's share of world production of books remained negligible at 1.5 per cent during 1962-1964 (see Table 2).

During 1960 Africa had about 8.5 per cent of the total world population, which increased to 8.6 per cent in 1962, 9.2 per cent in 1963 and 9.4 per cent in 1964. But the percentage share of book production staggered around a low of 1.5, showing tendencies of stagnation. Since the production remained constant the number of titles per million of population marked a decline. In 1961 there were 23 book titles to a million of population, in 1962 22, in 1963 and 1964 only 20. On the contrary, the world production per million of population increased from 121 in 1960 to 127 titles in 1964.

The trend is symbolic of the state of technical and professional advancement or of economic, social and political growth in a country. Table 3 suggests that social sciences drew the priority consideration (33 per cent) though considering the current aspirations to meet development needs, pure and applied sciences should have caught up in priority. During 1961-1965, the latter percentage share in total publications has been declining. In 1961 11.5 per cent of the total book titles produced were in pure and applied sciences, in 1962 13.2 per cent, in 1963 13.2 per cent and in 1964 9.7 per cent. However, it has since attained a level of 17 per cent. In France, U.S.A. and U.K. the share of the books in these fields ranges between 20 and 26 per cent, while in the USSR it is about 54 per cent.

In recent years there have been heavy demands for reading material for the adult literates and for children. Unfortunately, the industry with its limited capacity for expansion has been unable to devote its resources to meeting those requirements. Like any other small industry, printing and publishing could flourish if adequate capital, skills and raw materials were forthcoming. In fact the importance of this industry can hardly be emphasized enough in face of the national aspirations laid down in the national development plans. As education is brought closer and closer to the genius of the people, more material befitting that genius will have to be produced and published. At present the facilities to publish in local languages are either lacking or inadequate.

In East Africa there are foreign publishing houses which cater to most of the region's requirements of textbooks. A more recent trend is that joint ventures (foreign firms in collaboration with the local governments) are being set up, so that the expertise from abroad is made to serve the local aspirations. To some extent this also obviates the paucity of funds to finance this industry and makes available to the local trainees the production know-how, although in the long run it is to be expected that the publishing ventures will be exclusively owned and managed by local personnel.

In some countries, the trend is that foreign publishers are vested with functions of management in local State publishing houses, which again provides the best of the two worlds, expertise from abroad and financial and educational direction from

TABLE 1

Foreign exchange implications of the import of books and paper

(1,000 US dollars)

Country	Year	Value of imports of books and pamphlets	Value of imports of newspapers and periodicals	Value of imports of printing and writing paper	Value of imports of newsprint paper	Total value of imports of books, pamphlets, newspapers, and paper	Value of total imports of the country	Percentage value of imports of books, etc. to total imports
Libya	1965	1,171	86	389	32	1,678	320,532	0.5
Sudan	1965	507	313	612	243	1,675	207,719	0.8
	1963			1,224		1,224	260,924	
Ghana	1965	2,701	239	1,467	832	5,239	448,167	1.1
	1964	3,368	198	752	630	4,948	340,289	
Nigeria	1965	6,186	928	3,591	1,077	11,782	765,695	1.5
	1964	3,411	703	2,440	979	7,533	705,195	
	1963	3,607	560	2,388	926	7,481	574,518	
Eq-Customs Union	1965	512	352	-	43	907	185,922	0.5
	1964	349	350		3	702	185,063	
	1963	319	227	178	-	724	165,560	
Rhodesia	1965	2,789		3,331	159	6,279	335,504	1.8
	1964	2,769		7,205		9,974	307,169	
Tanganyika	1965	665	295	833	113	1,906	140,027	1.3
	1963	217	260	296	110	883	85,190	
Uganda	1965	528	228	533	150	1,439	114,498	1.2
	1963	53	245	147	85	530	51,011	
Kenya	1965	777	1,328	2,048	550	4,703	249,040	1.9
	1963	809	1,279	1,905	511	4,504	270,003	
Tunisia	1963	880	273			1,153	221,810	
	1962		1,817		3,207	5,024	215,706	
Sierra Leone	1964	245	53	91	41	430	99,314	
	1963	569				569	83,617	
Morocco	1964	2,663		6,603		3,266	456,155	
Zambia	1964	1,336		1,806		3,142	219,069	
Malawi	1964	331		388		719	40,126	
Mauritius	1964	458		562		1,020	81,708	
Ethiopia	1962	665		633		1,298	103,077	
Ivory Coast	1961	923		496		1,419	153,855	
Madagascar	1961	1,131		817		1,948	103,349	

Sources: United Nations Foreign Trade Statistics of Africa, Series B.
1965 - No.11; 1963 - No.7; 1964 - No.9; 1962 - No.6; 1961 - No.3; 1960 - No.1

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TABLE 2

Book production by number of titles

	1960	1961	1962	1963	1964
Total - World	364,000	380,000	388,000	399,000	408,000
Total - Africa	5,000	6,000	6,000	6,000	6,000
Percentage share of Africa	1.4	1.6	1.5	1.5	1.5

Source: Unesco: Statistical Yearbook 1965, p.431

TABLE 3

The distribution of book production by subject matter is as follows:

	Number of titles	Per cent of total
Literature and the arts	84	6.8%
Philosophy and religion	202	16.1%
Social sciences	420	33.6%
Geography, history and philology	158	12.6%
Pure sciences - Applied sciences	221	17.6%
Generalities	136	11.3%
Others	10	2.0%

within the country. In some countries certain religious bodies, besides providing educational facilities, participate in printing and publishing of books of educational value.

A controversy has of late arisen as to whether the preparation and publication of books for educational purposes should be in the hands of private enterprise or the government. If in private hands, the production would be motivated by private profits which may disregard educational objectives. If in government hands, then political influences such as favouritism and undue interference may override social considerations. But it may be expedient to conserve the government capital resources and private enterprise may be allowed to develop rapidly to its maximum capacity. Some basic textbooks including those on civics, adult education and on general study for which cost has to be kept low for the spread of education may, however, be usefully undertaken by the government.

The publishing industry in the private sector can develop if, inter alia, its requirements of capital can be adequately met. It needs long-term capital for purchase of equipment and machinery and short-term capital for meeting its recurring costs. Long-term capital should be negotiated through foreign resources while short-term capital through the internal money market. Once capital requirements of the industry are lined up, then other operations, such as editorial functions (writing, translating), printing and distribution, can be undertaken by a judicious combination of foreign and indigenous skills.

Thus, Africa as a whole produces only 34 per cent of the cultural papers she consumes, but if Northern and Southern Africa as well as Rhodesia are excluded, it is seen that the production of the other countries is nil or negligible, and that consequently their entire consumption of cultural papers is imported.

Foreign exchange requirements for imports of cultural papers in Western, Central and Eastern Africa

The foreign exchange required can be roughly estimated on the basis of the average CIF prices of newsprint and of printing and writing papers, which are US $155 a ton for newsprint and US $320 a ton for printing and writing papers. But imports of paper articles and printed matter in these regions must also be taken into account. For paper articles, an estimated average CIF price per ton of about $700 gives a rough figure, and for printed matter and books a figure of $1,800-2,500 may be accepted. However, the data generally available give only the global value of the books and printed matter.

As regards the supply of raw material for the production of pulp and paper, African wood resources, present and potential, are already abundant and if properly developed they could meet the total needs of the continent and part of the world demand. The use of tropical hardwoods for production of short-fibred pulps is feasible commercially, and supply of suitable eucalyptus and pine species (e.g. also

The Food and Agriculture Organization provides the following estimates of production:

TABLE 4

Paper and paperboard production in Africa in 1964

1,000 tons per year

	Newsprint	Printing and writing papers	Other paper	Paperboard	Total
Algeria	0	25	10.5		35.5
Morocco	0	2.8	10	28	40.8
Libya	0	-	2.9	-	2.9
Tunisia	0	-	4.4	-	4.4
UAR	0	30	51	22	103
TOTAL NORTH AFRICA	0	57.8	72	52.7	186
WESTERN AFRICA (Ghana)	0	-	0.5	-	0.5
Angola	0	-	3.4	-	3.4
Congo (Kinshasa)	0	-	0.7	-	0.7
TOTAL CENTRAL AFRICA	0	-	4.1	-	4.1
Ethiopia	0	-	0.4	-	0.4
Kenya			2.5	0.1	2.6
Rhodesia	5		3.3	3.9	12.2
Sudan	0	0	-	3.5	-3.5
TOTAL EASTERN AFRICA	5	0	13.7		18.7
SOUTHERN AFRICA	38	(55)	(165)	(76)	334

Source: FAO Yearbook of Forest Products Statistics

Comparison between consumption of cultural papers and their local production is shown in the following table:

TABLE 5

Comparison of consumption with production of cultural papers in Africa (1964)

	Cultural papers		Production as percentage of consumption
	Consumption 1,000 t/yr	Production 1,000 t/yr	%
Northern Africa	138	58	42
Western Africa	55	0	0
Central Africa	10	0	0
Eastern Africa	53	5	9.4
Southern Africa	208	93	45
TOTAL AFRICA	464	156	34

cupresses and grevillea robusta) of bagasse, bamboo, esparto, papyrus, reeds, straw and sisal is promising. In Rhodesia a paperboard mill draws upon the local pine and eucalyptus plantations for its raw material, and in the Ivory Coast a planned pulp mill when established would use raw material from a mixed hardwood forest. The forests of Africa covering about 1/4 of the land area of 700 million hectares contain many kinds of species, which can be properly exploited to raise the turnover of raw material for production of pulp and paper. The forests can be made to contribute to a far greater extent towards meeting the internal requirements of wood. Plantation forests can be extended in many parts of Africa to form a rich reservoir for the supply of wood for pulp.

V. PROSPECTS OF BOOK DEVELOPMENT IN AFRICA

Future Demand for Books in Relation to Planned Educational Programmes - Forecast for 1980: The demand for books arises from the rate of growth of literacy. There are a number of variables on which the rate of growth of literacy oscillates; for example, such economic factors as the rate of growth of gross domestic product, growth of income per capita, variation between income levels within the country, and the rate of investment in education have bearings on literacy. In fact, a correlation exists between economic development and educational progress, so much so that when the curve for one shows an upward trend the curve for the other also moves upward, though the degree of the rise may not be uniform due to a variety of other factors. Thus, accelerated economic development gives rise to accelerated educational growth and thereby to increased demand for books. It is, however, difficult to determine now a definite ratio between the rate of economic development and the demand for books. The reason is the lack of statistics on total book consumption in the countries concerned, but there is no denying that a certain degree of correlation exists.

In recent years public expenditure on education has received increased proportions although its percentage share of the total public expenditure varies a great deal from country to country. In fact, it should command the highest priority in Africa where the unsatisfied demand for trained manpower is the biggest obstacle to development.

Table 6 gives the annual percentage rates of growth of GDP, population and income per capita for selected countries during the period specified against each of these countries. The dependency ratio for each of these countries for a specified year is also shown.

On the basis of the past trends, given in Table 6, if it is assumed that during the period 1965 to 1980, on an average, an increase of 5 per cent per annum will take place in the GDP, and the population will increase, say by 2.7 per cent per annum, then the income per capita will have grown by 2.3 per cent per annum during the same period. That portion of the per capita income which should be expended on the educational pursuits depends upon the dependency ratio. In the past the dependency load has been fairly heavy and assuming that the trend will remain constant then an increase in the rate of growth of income per capita from 1.90 per cent per annum (average rate of growth of the whole of Africa, excluding South Africa, during 1951-1960) to 2.3 per cent per annum will proportionally increase the individual share of investment on education. It is in fact difficult to set up any exact ratio between increase in per capita income and per capita expenditure on education unless such surveys have been undertaken. However it can be deduced that the demand for books will go up by 1980 solely as a result of the increase in per capita inincome.

To provide incentive to the reader it is imperative that the costs of books should be maintained as low as possible. Governmental measures in this respect can include fixing a ceiling on profits, subsidizing transportation costs, allowing concessional postal rates on reading material, and eliminating or reducing duties on books in any form.

At present, the felt needs for books cannot be adequately satisfied either through the import of books or through local production. A considered course would be to establish viable book publishing and distributing units in selected countries or in a group of countries. Definite steps could be taken to develop textbooks for local consumption, to prepare supplementary reading material, establishing library facilities, setting up of training programmes for prospective publishers, librarians, editors and writers, etc., either by individual countries or through regional co-operation.

VI. FUTURE PRIORITIES

The increasing educational development in some African countries suggests that school books, primers and readers are the most urgently needed books in Africa. Primary education, and mass literacy programmes will necessarily be in both the indigenous languages and French or English, and readers and other books in these media will preferentially be produced within Africa. Textbooks for secondary and higher education have up till now been borrowed from U.K. and France with little modification. If recent trends in curricula reform are to be meaningful, textbooks on history, geography and the sciences should be completely rewritten for local environment and experience. This involves not only local authors with teaching experience but also artists for illustration if books are to be adapted to African life and culture. This in turn will lead to support and encouragement of local production including printing in African countries. In the first order of requirements will be books on social sciences

TABLE 6

Dependency ratios and rates of growth of income per capita

Region/Country	Period	Average annual rates of growth (per cent)			Dependency ratio and year
		GDP	Population	Per capita income	
NORTH AFRICA					
Algeria	1950-1958	7.3	2.2	5.1	86.8 (1954)
Morocco	1960-1964	3.4	2.7	0.6	106.8 (1961)
Tunisia	1960-1964	5.6	2.0	3.6	90.1 (1957)
UAR	1960-1963	7.2	2.8	4.3	94.9 (1960)
Sudan	1960-1962	6.6	3.0	3.5	100.6 (1956)
WEST AFRICA					
Senegal	1958-1962	4.0	2.4	1.5	92.1 (1960-1961)
Ghana	1960-1965	3.6	2.7	0.9	97.6 (1960)
Nigeria	1960-1962	4.5	3.4	2.5	
EAST AFRICA					
Rhodesia	1960-1965	4.4	3.2	1.2	112.0 (1956)
Zambia	1960-1965	4.4	2.9	1.5	
Malawi	1960-1963	1.0	2.1	-1.1	
Tanzania	1960-1965	3.1	1.4	1.6	84.8 (1957)
Uganda	1960-1965	3.8	2.5	1.2	82.5 (1959)
CENTRAL AFRICA					
Congo (K)	1962-1964	-2.0	1.6	-3.6	

Source: ECA: A Survey of Economic Conditions in Africa 1960-1964, E/CN.14/397. Vol.I, pp. 67, 122, 123.

and translation of works published elsewhere into local languages and new fiction, travel biography and folklore in these languages. As the cost factor of imported books inhibits the reading habit both among school going and adult population, the local production of paperbacks at lower cost will increase both the sale and flow of books.

Textbooks for schools: Textbooks are an indispensable aid to learning if they are designed to appeal to the child's level of interests. They must teach as well as test and supplement the oral work of the teacher. Local production of books is of questionable quality both in the text and illustration and is limited to primary school books in African languages, but countries with a multiplicity of local languages only publish in a few languages of comparatively wide diffusion. Sierra Leone for example produces primers and readers in only five out of its 18 languages.

Textbooks in the secondary and higher levels are of two(1) types, those written for use in the former metropolitan countries and for that background, and those said to be written for Africa with very little adaptation to local environment and conditions. Consequently, most of the textbooks at present in use are considered unsuitable by informed opinion both within and outside Africa.

The production of textbooks adapted to new curricular requirements and the African environment is crucial. There is need for drastic revision of content and possibly rewriting books for African conditions with examples and demonstrations with which the African child will be familiar. This is particularly important in the fields of botany, zoology and physics among science subjects and in history, geography and biography among others.

Curricula reform: The curriculum in Africa

(1) Science and Technical Education in Africa, E/CN.14/398 (1967).

has been derived from Europe with little modification. Possible changes have been thwarted by the requirements of British and French examination boards. Even with the establishment of local examination boards in some regions, curricula revision has still not been achieved. There is general acceptance, however, of the need for curricula reform and for a new direction to take account of African environment, history, culture and the demands of technological progress and economic development.

The revision and reform of curricula should be something more than mere adaptations. It should start from essential principles and methods and build the curriculum on African environment, history and culture. It has to remove those items which are insufficiently related to Africa while retaining what is essential, adding new significant knowledge based on recent educational development in other countries. Efforts given to curricula reform have hitherto been widely scattered, uncoordinated and spasmodic. Research, principally by the institutes of education existing within national universities in many countries, needs to be undertaken on curricula reform assisted by national committees in each country. Such reform and revision coupled with establishment of Joint-Regional Examination Boards will develop adequate markets for books and consequently improve quality consistent with low price.

Textbook writers, artists and editors: The writing of textbooks requires unusual characteristics and education. Those possessing such characteristics and gifts are never numerous. The available few will largely stem from teachers and will therefore require identification. Good teachers although easily recognized may often be unable to undertake textbook writing because of heavy teaching duties. Special mechanisms to induce them to undertake work in this field may be necessary and these may include:(1)

(a) some assurance of objective evaluation and support for the work;
(b) means by which sabbatical leave or a reduction in teaching or administrative load could enable work to be carried out;
(c) in deserving cases an honorarium to assist with research or other costs incidental to the preparation of the text;
(d) adequate protection of rights of authorship;
(e) official recognition and adequate reward by promotion or increments in salary.

It is suggested that each language group set up a Textbook Committee composed of representatives of teachers associations, education administrators and two local representatives of Unesco to identify suitable authors of textbooks, illustrators and editors, to provide adequate incentives to potential authors, and to arrange for further training overseas through bilateral and multilateral fellowships. Alternately or in addition, a government supported national body of similar composition may have the functions of promotion of textbook writing and their publishing and printing in Africa.

There is no dearth of artists in Africa and this continent has a fine artistic tradition but book illustration is a discipline by itself and requires training. Courses may be organized in art schools in the region to instruct students in the techniques of book illustration, particularly books for children and new literates. Collections of reference books and encyclopaedias made available to art schools and artists will further assist in preparing illustrations.

There are, however, no training facilities for editors. Efficient book production will depend largely on the co-ordination of the author, illustrator and publisher and this function is usually exercised by the editor. It is he who is responsible for planning and supervision of a book from start to finish. The present practice of commissioning authors prepared to venture into this field and commissioning freelance workers for illustrations without the use of editors for the planning, co-ordination and instruction had led to poor quality and should be rectified by active encouragement of the training of editors abroad through fellowships.

There is an increasing need for good translators in order to keep pace with the growth of the book industry and the broadening interests of new literates and other reading public. Insufficient attention has been paid to training of translators, who have a vital rôle to play in bringing to the public in their own language celebrated works in other languages. A translator should have adequate mastery of both the indigenous as well as the foreign language which in turn requires high academic background, training in terminology and experience.

Science books: Science and technology is being given increasing attention in education in all African countries. Such science orientation has only been possible at the secondary and university levels where both textbooks and the medium of instruction are either in English or French. The Addis Ababa Conference recommended intensive studies of sciences and mathematics at the second level and increased emphasis on technical and agricultural education. Admissions to universities should be of the order of 60 per cent to science and technical subjects and only 40 per cent to arts and humanities. This policy involves the adaptation of many of the scientific and technological books at the secondary level to African teaching conditions and experience, although for some time to come higher education textbooks will still be imported.

If science education is limited to secondary and higher levels in foreign media - the impact of science on society particularly on farmers, will be negligible. The effectiveness of science and its application to the important economic sectors of agriculture, industry, irrigation, transport, etc.,

(1) A Note on the Background to Textbook Development in Africa by G.E.A. Lardner (unpublished).

will, however, depend on the permeation of scientific principles and practices through the entire society. The transfer of modern agricultural techniques in the language the farmer understands is crucial to the transformation of present-day subsistence agriculture into viable scientific systems of production. Elementary science books, and "work books" can, if well written and illustrated, be an effective means of communicating principles of science to children and new literates. Books of these types in national languages are urgently needed and concentrated attention needs to be given to agriculture, health, rural community development, industrial training and crafts.

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Chile	*All publications:* Editorial Universitaria S.A., casilla 10220, SANTIAGO. *For 'The Courier':* Comisión Nacional de la Unesco, Mac-Iver 764, dpto. 63, SANTIAGO.
China	The World Book Co. Ltd., 99 Chungking South Road, section 1, TAIPEH (Taiwan/Formosa).
Colombia	Librería Buchholz Galería, avenida Jiménez de Quesada 8-40. BOGOTÁ; Ediciones Tercer Mundo, apartado aéreo 4817, BOGOTÁ; Distrilibros Ltda., Pío Alvonso García carrera 4.ª, n.ºs: 36-119 y 36-125, CARTAGENA J. Germán Rodriguez H., oficina 201, Edificio Banco de Bogotá, apartado nacional 83. GIRARDOT. Cundinamarca; Librería Universitaría, Universidad Pedagógica de Colombia, TUNJA.
Congo (Dem. Rep. of)	La Librairie, Institut politique congolais, B.P. 2307, KINSHASA.
Costa Rica	Librería Trejos, S.A., apartado 1313, SAN JOSÉ. Teléfonos 2285 y 3200. *For 'The Courier':* Carlos Valerín Sáenz & Co. Ltda., 'El Palacio de la Revistas', apartado 1924, SAN JOSÉ.
Cuba	Instituto del Libro, Departamento Económico, Ermita y San Pedro, Cerro, LA HABANA.
Cyprus	"MAM", Archbishop Makarios 3rd Avenue, P.O. Box 1722, NICOSIA.
Czechoslovakia	SNTL, Spalena 51, PRAHA 1 (*Permanent display*); Zahranicni literatura, 11 Soukemicka, PRAHA 1.
Denmark	Ejnar Munksgaard Ltd., 6 Nørregade, 1165 KØBENHAVN K.
Dominican Republic	Librería Dominicana, Mercedes 49, apartado de correos 656, SANTO DOMINGO.
Ecuador	Casa de la Cultura Ecuatoriana, Núcleo del Guayas, Pedro Moncayo y 9 de Octubre, casilla de correo 3542 GUAYAQUIL.
El Salvador	Librería Cultural Salvadorena, S.A., Edificio San Martin, 6.ª calle Oriente n.º 118, SAN SALVADOR.
Ethiopia	International Press Agency, P.O. Box 120, ADDIS ABABA.
Finland	Akateeminen Kirjakauppa, 2 Keskuskatu, HELSINKI.
France	Librairie de l'Unesco, place de Fontenoy, 75 PARIS-7e. CCP 12598-48.
French West Indies	Librairie J. Bocage, rue Lavoir, B.P. 208, FORT-DE-FRANCE (Martinique).
Germany (Fed. Rep.)	R. Oldenbourg Verlag, Unesco-Vertrieb für Deutschland, Rosenheimerstrasse 145. MÜNCHEN 8.
Ghana	Methodist Book Depot Ltd., Atlantic House, Commercial Street, P.O. Box 100, CAPE COAST.
Greece	Librairie H. Kauffmann, 28, rue du Stade, ATHENAI; Librairie Eleftheroudakis, Nikkis 4, ATHENAI
Guatemala	Comisión Nacional de la Unesco, 6.ª Calle 9.27, zona 1, GUATEMALA.
Haiti	Librairie 'A la Caravelle', 36, rue Roux, B.P. 111, PORT-AU-PRINCE.
Honduras	Librería Cultural, apartado postal 568, TEGUCIGALPA D.C.
Hong Kong	Swindon Book Co., 64 Nathan Road, KOWLOON.
Hungary	Akadémiai Könyvesbolt Váci u 22, BUDAPEST V. A.K.V. Konyvtavosok Boltja, Népköztávsaság utja 16. BUDAPEST VI.
Iceland	Snaebjörn Jonsson & Co. H. F., Hafnarstracti 9, REYKJAVIK.
India	Orient Longmans Ltd.: Nicol Road, Ballard Estate, BOMBAY 1; 17 Chittaranjan Avenue, CALCUTTA 13; 36a Mount Road, MADRAS 2; Kanson House, 1/24 Asaf Ali Road, P.O. Box 386, NEW DELHI 1. *Sub-depots:* Oxford Book & Stationery Co., 17 Park Street, CALCUTTA 16; *and* Scindia House, NEW DELHI. Indian National Commission for Unesco, att.: The Librarian, Ministry of Education, C' Wing, Room No. 214, Shastri Bhawan, NEW DELHI 1.
Indonesia	P.T.N. 'Permata-Nusantara', c/o Department of Commerce, 22 Djalan Nusantara, DJAKARTA.
Iran	Commission nationale iranienne pour l'Unesco, avenue du Musée, TÉHÉRAN.
Iraq	McKenzie's Bookshop, Al-Rashid Street, BAGHDAD; University Bookstore, University of Baghdad, P.O Box 75, BAGHDAD.
Ireland	The National Press, 2 Wellington Road, Ballsbridge, DUBLIN 4.
Israel	Emanuel Brown formerly Blumstein's Bookstores: 35 Allenby Road *and* 48 Nahlat Benjamin Street, TEL AVIV.
Italy	Libreria Commissionaria Sansoni S.p.A., via Lamarmora 45, casella postale 552, 50121 FIRENZE; Libreria Internazionale Rizzoli, Galeria Colonna, Largo Chigi, ROMA; Libreria Zanichelli, Piazza Galvani 1/h BOLOGNA: Hoepli, via Ulrico Hoepli 5, MILANO; Librairie française, piazza Castello 9, TORINO.
Ivory Coast	Centre d'édition et de diffusion africaines, bolte postale 4541, ABIDJAN PLATEAU.
Jamaica	Sangster's Book Stores Ltd., P.O. Box 366, 101 Water Lane, KINGSTON.
Japan	Maruzen Co. Ltd., 6 Tori-Nichome, Nihonbashi, P.O. Box 605, Tokyo Central, TOKYO.
Jordan	Joseph I. Bahous & Co., Dar-ul-Kutub, Salt Road, P.O. Box 66, AMMAN.
Kenya	ESA Bookshop, P.O. Box 30167, NAIROBI.
Korea	Korean National Commission for Unesco, P.O. Box Central 64, SEOUL.
Kuwait	The Kuwait Bookshop Co. Ltd., P.O. Box 2942. KUWAIT.
Lebanon	Librairies Antoine, A. Naufal et Frères, B.P. 656, BEYROUTH.
Liberia	Cole & Yancy Bookshops Ltd., P.O. Box 286, MONROVIA.
Libya	Orient Bookshop, P.O. Box 255, TRIPOLI.
Liechtenstein	Eurocan Trust Reg., P.O.B. 5, SCHAAN.
Luxembourg	Librairie Paul Bruck, 22 Grande-Rue, LUXEMBOURG.
Madagascar	*All publications:* Commission nationale de la République malgache, Ministère de l'Éducation nationale, TANANARIVE. *For 'The Courier':* Service des œuvres post et péri-scolaires, Ministère de l'Éducation nationale, TANANARIVE.
Malaysia	Federal Publications Berhad, Times House, River Valley Road, SINGAPORE 9. Pudu Building (3rd floor), 110 Jalan Pudu, KUALA LUMPUR.
Mali	Librairie populaire du Mali, B.P. 28, BAMAKO.

Malta	Sapienza's Library, 26 Kingsway, VALLETTA.
Mauritius	Nalanda Co. Ltd., 30 Bourbon Street, PORT-LOUIS.
Mexico	Editorial Hermes, Ignacio Mariscal 41, MÉXICO D.F.
Monaco	British Library, 30, boulevard des Moulins, MONTE-CARLO.
Morocco	*All publications:* Librarie 'Aux belles images', 281 avenue Mohammed V, RABAT (CCP 68.74). *For 'The Courier' (for teachers):* Commission nationale marocaine pour l'Unesco, 20, Zenkat Mourabitine RABAT (CCP 307-63).
Mozambique	Salema & Carvalho Ltda., caixa postal 192, BEIRA.
Netherlands	N.V. Martinus Nijhoff, Lange Voorhout, 9 's-GRAVENHAGE.
Netherlands Antilles	G. C. T. Van Dorp & Co. (Ned. Ant.) N. V., WILLEMSTAD (Curaçao, N.A.).
New Caledonia	Reprex, avenue de la Victoire, Immeuble Painbouc, NOUMÉA.
New Zealand	Government Printing Office, 20 Molesworth Street (Private Bag), WELLINGTON, Government Bookshops: AUCKLAND (P.O. Box 5344); CHRISTCHURCH (P.O. Box 1721); DUNEDIN (P.O. Box 1104).
Nicaragua	Librería Cultural Nicaragüense, calle 15 de Septiembre y avenida Bolivar, apartado n.° 807, MANAGUA.
Norway	*All publications:* A. S. Bokhjörnet, Akersgt. 41, OSLO 1. *For 'The Courier':* A. S. Narvesens Litteraturjeneste, Box 6125, OSLO 6.
Pakistan	The West-Pak Publishing Co. Ltd., Unesco Publications House, P.O. Box 374, G.P.O., LAHORE. *Showrooms:* Urdu Bazaar, LAHORE & 57-58 Murree Highway, h/6-1, ISLAMABAD.
Paraguay	Melchor García, Eligio Ayala 1650, ASUNCIÓN.
Peru	Distribuidora INCA S.A., Emilio Altahus 470, apartado 3115, LIMA.
Philippines	The Modern Book Co., 928 Rizal Avenue, P.O. Box 632, MANILA.
Poland	Osrodek Rozpowzechniania Wydawnictw Naukowych PAN, Palac Kultury i Nauki, Warszawa.
Portugal	Dias & Andrade Lda., Libraria Portugal, rua do Carmo 70, LISBOA.
Puerto Rico	Spanish English Publications, Eleanor Roosevelt 115, apartado 1912, HATO REY.
Southern Rhodesia	Textbook Sales (PVT) Ltd., 67 Union Avenue, SALISBURY.
Romania	Cartimex, P.O. Box 134-135, 3, rue 13 Decembrie, BUCURESTI. (Telex: 226.)
Senegal	La Maison du Livre, 13, avenue Roume, B.P. 20-60, DAKAR.
Singapore	*See* Malaysia.
South Africa	Van Schaik's Bookstore (Pty.) Ltd., Libri Building, Church Street, P.O. Box 724, PRETORIA.
Spain	*All publications:* Librería Cientifica Medinaceli, Duque de Medinaceli 4, MADRID 14. *For 'The Courier':* Ediciones Iberoamericanas S.A., calle de Onate 15, MADRID.
Sudan	Al Bashir Bookshop, P.O. Box 1118, KHARTOUM.
Sweden	*All publications:* A/B. C. E. Fritzes Kungl. Hovbokhandel, Fredsgatan 2, STOCKHOLM 16. *For 'The Courier':* The United Nations Association of Sweden, Vasagatan 15-17, STOCKHOLM C.
Switzerland	Europa Verlag, Rämistrasse 5, ZÜRICH; Librairie Payot, 6, rue Grenus 1211 GENÈVE 11.
Syria	Librairie Sayegh, Immeuble Diab, rue du Parlement, B.P. 704, DAMAS.
Tanzania	Dar es Salaam Bookshop, P.O. Box 9030, DAR ES SALAAM.
Thailand	Suksapan Panit, Mansion 9, Rajdamnern Avenue, BANGKOK.
Turkey	Librairie Hachette, 469 Istiklal Caddesi, Beyoglu, ISTANBUL.
Uganda	Uganda Bookshop, P.O. Box 145, KAMPALA.
U.S.S.R.	Mezhdunarodnaja Kniga, MOSKVA G-200.
United Arab Republic	Librairie Kasr El Nil, 38, rue Kasr El Nil, LE CAIRE. *Sub-depot:* La Renaissance d'Égypte, 9 Sh. Adly Pasha, CAIRO (Egypt).
United Kingdom	H.M. Stationery Office, P.O. Box 569, LONDON S.E.1; Government bookshops: London, Belfast, Birmingham, Cardiff, Edinburgh, Manchester.
U.S.A.	Unesco Publications Center, 317 East 34th Street, New York, N.Y. 10016.
Uruguay	Editorial Losada Uruguaya, S.A. Colonia 1060, MONTEVIDEO. Teléfono 8-75-71.
Venezuela	Distribuidora de Publicaciones Venezolanas DIPUVEN, avenida Libertador, edif. La Línea, local A, apartado de correos 10440, CARACAS. Tel.: 72.06.70—72.69.45.
Republic of Viet-Nam	Librairie-Papeterie Xuan-Thu, 185-193 rue Tu-Do. B.P. 283, SAIGON.
Yugoslavia	Jugoslovenska Knjiga Terazije 27, BEOGRAD. NAPRIJED, Trg. Republike 17, ZAGREB. Drzavna Zaluzba Slovenije, Mestni Trg. 26 LJUBLJANA.